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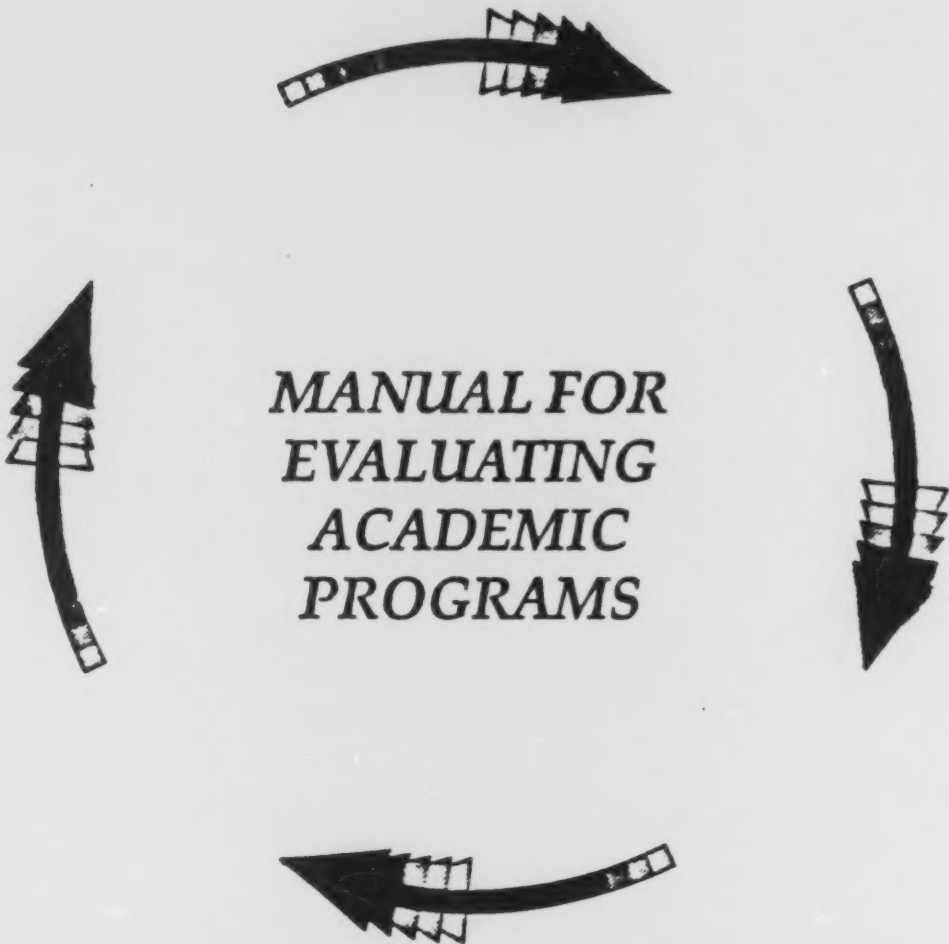
ABSTRACT

A self-study model used to assess the effectiveness of occupational/technical and transfer programs at J. Sargeant Reynolds Community College (JSRCC) in Virginia is provided in this manual. First, an introduction discusses the intent of the evaluation process and describes revisions of the model which was initially developed between 1979 and 1981. A step-by-step overview of the program evaluation process is presented in section II, which includes a flowchart outlining the sequence of activities and a calendar delineating completion dates. In section III, guidelines for the selection of programs to be evaluated are provided. Next, section IV offers specific instructions for the preparation of the evaluation report, focusing on: (1) data collection, including curriculum information, descriptive program statistics, human and equipment resources, job market analyses, and surveys and external reviews related to the program; (2) analysis of the data; (3) recommendations for program improvement; and (4) report structure. Following a brief discussion of the calendar for the program evaluation process in section V, section VI describes the activities involved in the curriculum committee review of evaluation reports. Appendixes, which comprise the bulk of the report, provide the following: a sample title page format; sources of data elements; guidelines for administering surveys; sample surveys of employers, graduates, high school students, non-returning students, advisory committees, currently enrolled students, and faculty; requirements for associate degrees; curriculum committee evaluation review forms; a sample review and approval form; a history of the development of the JSRCC evaluation model; and criteria for the campus location of programs. (JMC)

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MANUAL FOR EVALUATING ACADEMIC PROGRAMS

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MANUAL FOR EVALUATING ACADEMIC PROGRAMS

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

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Preface

Program evaluation at J. Sargeant Reynolds Community College is an ongoing, cyclical process where each curriculum is evaluated once every five years, using a self-study medium for the review process. By undertaking this continuous program review, the College is making itself accountable to its students and to the larger community of citizens who provide financial support for the institution.

This manual describes the evaluation process used by the College for assessing the effectiveness of its occupational/technical and college transfer programs. The process is based on an evaluation model which was developed over a two-year period between 1979 and 1981. Although the procedures have been modified periodically during the past decade, the fundamental concepts of the model have remained intact. The model is based upon the dual purposes for assessment of academic program improvement and the more effective use of resources.

The Office of Curriculum and Educational Planning has been responsible for the development of the assessment model and the maintenance of the procedures for its implementation. The Curriculum Committee serves as an advisory and review body for the contents of this evaluation manual. It is upon this committee's recommendation that the President has approved the College's program evaluation process which is described in the following pages.

The process for evaluating instructional offerings and educational services provided through continuing education is not contained in this Manual. That process is outlined in a separate document.

Beverly B. Allan

Director

Office of Curriculum and Educational Planning

I. Introduction

The procedure for evaluation of programs at J. Sargeant Reynolds Community College has been developed in the context of a changing climate in higher education. Because of perceptions of general weaknesses in higher education, because of political pressures for institutions to demonstrate accountability in the use of resources, and because of the association of quality of education with overall economic productivity, there is currently a broad-based, nationwide mandate for assessment of academic activities that will lead to improved educational outcomes.

In Virginia, the General Assembly in 1985 charged all institutions of higher education with the development of assessment programs to measure student achievement. According to the guidelines prepared by the State Council of Higher Education, an institution's assessment program must have as its primary purpose the improvement of teaching and learning. Assessment efforts are expected to lead to program improvements by addressing deficiencies identified in the evaluation process. The state mandate for assessment of student achievement parallels closely the criteria for accreditation established in 1985 by the Southern Association of Colleges and Schools. The SACS guidelines for institutional effectiveness require colleges to develop adequate procedures by which they define desired outcomes, evaluate their success in meeting these goals, and use the results of the evaluation for program planning and development.

In the context of this heightened emphasis upon assessment of student achievement and program effectiveness, the procedure for assessing programs, as set forth in this document, represents an ongoing process the College has established for evaluating its students, its programs, and its overall success in achieving its mission. J. Sargeant Reynolds Community College has actually been a trend-setter within the Virginia Community College System, having developed as early as 1980 a model for evaluating occupational/technical programs in response to its own Institutional Self-Study (1977-78) and to recommendations of the SACS Visiting Committee for Reaffirmation of

Accreditation in 1979. No assessment was being mandated by the legislature or any state agency at the time the College began its program assessment efforts. Program assessment as developed by the College is intended to be an ongoing, cyclical process of self-study where each program in the College is evaluated once every five years. By undertaking this continuous review process, the College is making itself accountable to its students and to the larger community of citizens who provide financial support for the College.

The most significant enhancement of the initial design of the College's program evaluation model was its expansion in 1988 to include transfer (AA and AS) programs. The procedure to evaluate transfer programs evolved from nearly ten years of institutional experience with the implementation of a systematic model for evaluation of the College's occupational and technical (O/T) programs. For use with the transfer programs, the O/T model was modified only to the degree necessary to accommodate the differences in purpose of the two types of programs. At this same time, additional assessment measures in the form of program-specific objectives were introduced into the model. This latest addition to the model reflects the increased emphasis on assessing the achievement of program expectations in terms of student outcomes. This change supports the philosophy that the level of institutional quality depends not only on an institution's processes and resources but also on the degree of goal achievement which is reached through the use of those processes and resources.

Although there is a tendency to equate the concept of assessment with "measurability," in the sense of literal, quantitative measurement (i.e. the numbers of students enrolled in a program or the number of graduates), meaningful evaluation must go beyond numbers if it is to measure a program's success in achieving its goals and objectives. Clearly, the assessment of programs relative to their stated purposes cannot be made in strictly quantitative terms alone, but rather requires the more difficult process of qualitative analysis as well. The J. Sargeant Reynolds Community College evaluation model includes multiple survey instruments and other assessment procedures designed to elicit qualitative as well as quantitative data.

The assessment process should not be construed in a narrow sense as simply a vehicle for deciding whether to continue or cancel programs. The

purpose of evaluation is to monitor the quality of a program, the need for it, and the cost of it, and to use this process to make academic and budgetary decisions which will improve the effectiveness of the educational activities of the institution. There is, however, an inherent difficulty in making a single evaluation procedure serve the separate and potentially conflicting purposes of program improvement and resource allocations. A self-study assessment process that has program improvement as its primary objective is an activity that should encourage reflective honesty. For this process there should be no "failure" as far as assessment goes, because program development and improvement are the desired outcomes. An assessment process that is designed for the purpose of making funding decisions in the larger context of the supply and demand of programs and the allocation of state resources may encourage a more defensive analysis that lacks complete openness. The individuals charged with preparing the program evaluation reports will recognize these conflicts and should address the issues directly. Realistically, it will be necessary to make recommendations for programs in the context of available resources. Every effort should be made to address productivity problems through program development and improvement. If a recommendation to discontinue a program must be made, it will most likely be made by the program itself in the self-study report, because conditions external to the College appear to make it impossible for the program to be viable.

The contents of the Manual for Evaluating Academic Programs are intended to serve as a reference for those involved in the program evaluation process. It details the steps in the model and sets a time frame for completion of each step. Some components of the process may not relate directly to college transfer programs. In the case where data elements are not appropriate, they should be omitted from the criteria used to develop and evaluate the report. A detailed history of the development of the program evaluation process at the College and the philosophy upon which this development was predicated appear as Appendix H of this manual in order to leave the body of the document as a clearly delineated guide for the assessment process itself.

II. The Program Evaluation Process

The model for evaluation of academic programs requires that each of the College's AA, AS, AAS, Certificate/Diploma programs be evaluated every five years. This means that 20 percent of the College's programs will come up for review in any given year. Primary to the assessment process is the preparation of an evaluation report by the academic division in which the program is located. The Division Chair has full responsibility for the preparation of this report. Assistance in the development of the report is available from the Office of Curriculum and Educational Planning. Although this report is essentially a self-evaluation, the guidelines in Section IV of the Manual are very precise as to the structure for the final document.

Figures 1 and 2 (pages 7 and 8) show the sequence of activities in the assessment process and a calendar for their completion. Evaluation activities begin in February of each year with the College Curriculum Committee's selection of the programs to be reviewed during the following academic year. Early in the Fall, the staff of the Office of Curriculum and Educational Planning conducts a workshop for the Division Chairs for the programs to be reviewed. Other division staff as designated by the Division Chair may also attend. During the remainder of the Fall semester, the divisions responsible for the programs, with additional guidance as needed from Curriculum and Educational Planning, collect and analyze the data. An evaluation report, based on this data, is then completed by March 15.

If a program under review is located on more than one campus, a single report should be prepared and submitted jointly, with one Division Chair taking responsibility for coordination of the study. Where appropriate, the Division Chair who also serves as the College-wide Lead Division Chair for the program should assume this responsibility. Data included in the report should be compiled for the College as a whole, but separate presentations of data by campuses are appropriate, as well, to illustrate important differences or to highlight specific problems.

The completion of the evaluation report is the first stage of the program assessment process. From this point on, the report, including recommendations for improvement and plans for program development, will proceed through a hierarchical review process. The evaluation report prepared by the academic division is first submitted by the Division Chair to the appropriate Advisory/External Review Board, and then to the Campus Provost (or Provosts) for review and approval. The Provost may make suggestions for additional analysis and program planning or may approve the report as submitted.

When the Provost approves the report, five copies of the report are submitted by the Division Chair to the Office of Curriculum and Educational Planning by April 15 for transmittal to the College Curriculum Committee, no later than May 1. The evaluation procedure places a great deal of responsibility on the members of the Curriculum Committee. For each program under review, the Committee must first decide if the evaluation report as submitted has been adequately prepared; that is, if it is sufficiently complete to enable the Committee to make recommendations for the program. Where deficiencies occur in the report, the Committee may decide to return the document for revisions. If the report is accepted as submitted, the Committee begins the process of reviewing the program. The activities of the Curriculum Committee during this review portion of the model are outlined in detail in Section VI of the Manual.

After completing its review, a recommendation is made by the Curriculum Committee on the future course of the program. One of three courses is possible: (1) the Curriculum Committee may recommend continuance of the program with no follow-up report required; (2) it may recommend continuance with a follow-up report required which addresses those recommendations for change proposed in the program report or other changes specified by the Committee; or (3) it may recommend that the program be discontinued, either confirming a recommendation for termination proposed in the evaluation report or deciding that termination is necessary after reviewing the evaluation data.

If the assessment report passes review with no changes recommended by the Curriculum Committee, the Committee simply forwards this recommendation to the Dean and the evaluation process is complete, pending acceptance of the Committee's recommendations by the Dean. The Dean informs the appropriate Provost of his action.

If the Curriculum Committee concludes that a program should be discontinued, this recommendation is transmitted to the Dean, who forwards his recommendation to the President along with the recommendation of the Committee. If the President concurs with the recommendation for termination, the Dean informs the appropriate Provost of the President's action and the President recommends to the College Board that the program be discontinued. Upon approval of the recommendation by the College Board, the appropriate Provost and Division Chair will take the necessary steps to terminate the program.

If the Curriculum Committee requires a follow-up report from the program, the Committee submits recommendations for modifications to the Dean who, if he approves, notifies the appropriate Campus Provost of the required changes. The Provost and the Division Chair meet to prepare program plans, based on the approved Curriculum Committee recommendations, and to decide upon dates for implementation. The time-table for completing modifications will vary depending upon the nature of the proposed changes, but a progress report must be prepared by the Division Chair and submitted within one year to the Curriculum Committee. The submission of the year-end follow-up report should follow the same channels of review as the original evaluation report.

It should be noted that the pathway for review is a systematic one. Within this procedure, the program and division assume responsibility for analyzing data and using the results for program development recommendations. All decision points, up to that of the Dean, call for recommendations rather than for final decisions. In the case of a recommendation for program termination, the final decision rests with the President and the College Board.

FIGURE 1.
PROGRAM EVALUATION PROCESS

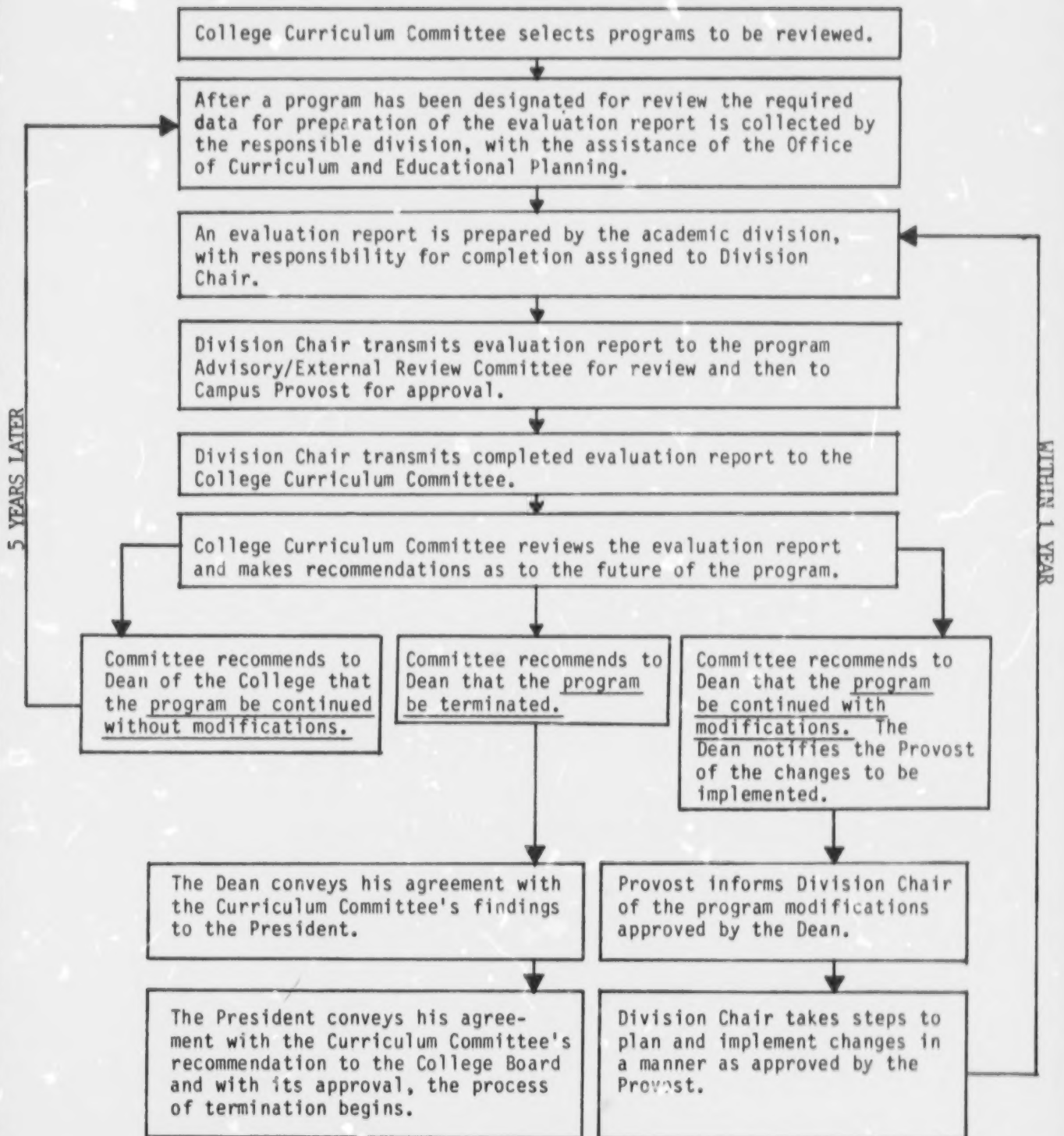


FIGURE 2.
CALENDAR FOR PROGRAM EVALUATION PROCESS

<u>August</u>	<u>September</u>	<u>October</u> Divisions start collecting descriptive data, conducting job market analysis, and administering Faculty, Current Student and Advisory/External Review surveys. Fall mid-semester AKT reports available in CEP.	<u>November</u> Preliminary PAS reports available in CEP. (mid-November)
<u>December</u> Division Chairs provide CEP with completed Faculty, Current Student, and Advisory/External Review surveys. Final Fall semester AKT and PAS reports available in CEP. (end of semester)	<u>January</u> CEP provides Division Chairs with data analyses results of Faculty, Current Student, Advisory/External Review, High School Student, Employer, Non-Returning Student, Graduate Follow-up surveys and transfer follow-up information.	<u>February</u> Divisions complete all data collection and begin writing evaluation report. Curriculum Committee selects those programs to be reviewed next year.	<u>March</u> Division completes evaluation report and presents findings to Advisory/External Review Board by March 15. Chairman of Curriculum Committee notifies Division Chairs of programs to be reviewed during the next year.
<u>April</u> Division Chairs present report to Campus Provost for review, recommendations and approval by April 1. Division Chairs transmit report to CEP for submission to College Curriculum Committee by April 15. CEP holds workshop on program evaluation implementation guidelines.	<u>May</u> College Curriculum Committee makes recommendations to the Dean regarding programs reviewed during past year, by May 15.	<u>June</u> Dean/President approves Curriculum Committee recommendations.	<u>July</u>

III. Selection Criteria for Evaluation of Programs

Each program offered by the College will be evaluated within a five-year review cycle. The second 5 year cycle for O/T programs began with the academic year 1987-88. The first cycle for transfer programs began with the academic year 1988-89 and concludes with the year 1992-93. No program will be evaluated prior to its being in existence for five full academic years. The Curriculum Committee will select those programs to be evaluated each year. This recommendation will be made by February 15 of the year preceding the academic year in which the evaluation is to take place. Guidelines for selection of programs are:

1. No more than one transfer program and three O/T programs assigned to any one division shall be evaluated in any one year unless approval is received from the Division Chair to increase this number.
2. Programs not meeting State Council or JSRCC productivity guidelines or programs for which there are significant curricular concerns shall receive the highest priority for review.

Quantitative Standards for Review of Academic Programs:

Fall FTE Enrollments Five-Year Average¹

AA/AS	25.0	(SCHEV standard)
AAS/Diploma	17.5	(SCHEV standard/JSR Evaluation)
Certificate	10.0	(JSR Evaluation Manual)

Number of Graduates Five-Year Average¹

AA/AS	10	(SCHEV standard)
AAS/Diploma	7	(SCHEV standard/JSR Evaluation)
Certificate	7	(JSR Evaluation Manual)

Retention Rate
Three-Year Average^{1,2}

AA/AS	45%
AAS/Diploma	50%
Certificate	35%

Program Efficiencies

One year programs-funding ratio for primary course discipline (minimum 15 hours).

Two year programs-funding ratio for primary course discipline (minimum 30 hours).

If the program does not contain the minimum number of hours in the primary discipline, then a second discipline should be included.

The effect of these guidelines will be that those programs with identified weaknesses in the curriculum or in productivity will have the earliest opportunity to develop proposals for program improvements.

¹ In addition to the average, trends should be considered in any review.

² Definition of Retention: Enrolled in the curriculum in Fall 19xx and enrolled in the same curriculum in Fall 19xx+1, or Summer 19xx+1, or graduated. If a student is enrolled in Fall 19xx in a certificate program which is a stepping stone to an AAS program, and the student is enrolled in the AAS program in Fall 19xx+1, or Summer 19xx+1, the student is counted as retained in the certificate program.

IV. Preparation of the Evaluation Report

Each program selected for evaluation must submit a report which is essentially a self-study for that particular program. The Division Chair responsible for the program under review is also responsible for the submission of the evaluation report. In the event that a program is located on more than one campus, one Division Chair will be selected to coordinate the report. Where appropriate, the Division Chair who also serves as the College-wide Cluster Chair for the program should assume this responsibility.

A. Data Collection

The evaluation model includes procedures for assessing the programs in terms of student demand for the program and the student level of completion of the prescribed curriculum; job availability for graduates; the quality of the program in terms of curricular design, instruction and resources; the relationship of the program to the purpose and goals of the College, and student outcomes in terms of skills and knowledge related to the major, general education, and transfer success. Much of the data related to these topics is available from the Curriculum and Educational Planning Office as part of a regular reporting system. The remaining data specified in the model is available from outside agencies or from the faculty, advisory committee, and current student surveys which the program is responsible for administering. The guidelines presented here cover the specific data elements to be collected. The sources from which these data may be obtained are identified in Appendix B. For those surveys administered by the programs, the steps in the survey process are discussed in Appendix C along with specific recommendations for implementing these steps. Programs may also choose to select and administer additional instruments for measuring student achievement and general education outcomes.

The following information and topics must be included in the report:

The following information and topics must be included in the report:

A.1. Curriculum Information

- a. Date when program was initiated.
- b. Copy of current curriculum and any proposed changes to the curriculum.
- c. Extent of agreement of curriculum with prescribed VCCS, JSRCC, and SACS requirements.
- d. Description of articulation agreements with secondary schools and four-year institutions.
- e. Composition of Advisory Committee/External Review Board and description of how it is utilized.
- f. Statement of program goals and student outcome objectives, including general education outcomes. Purpose relative to preparation for immediate job entry and/or transfer should be addressed.
- g. Statement of the relationship of the program to the division and to the mission of the College.
- h. Description of student recruitment efforts (such as articulation activities with high schools in the service area).
- i. Description of advising and counseling activities.
- j. Rationale for appropriateness of campus location of programs (see Appendix I for evaluating campus location of programs).

The information provided under this item is both factual and descriptive. It is particularly important that this section include a list of student outcomes expected by the program and a description of the means the program uses to assess its success in achieving those objectives. See Appendix B for a discussion of the statement and measurement of goals and student outcome objectives.

A.2. Descriptive Program Statistics

- a. Enrollment data--Fall headcount and FTE (full- and part-time) for the past five years. Level of service to non-majors should be included where appropriate. Potential or projected enrollments should also be included with enrollment data.
- b. Program graduates--number of graduates for each of the past five years.
- c. Student demographics--race, sex, and age of students in the program. Race, sex and age for last five Fall terms.
- d. Student retention rate--data for past five years.
- e. Program productivity--efficiency figures for past three years.
- f. Costing data--from the latest available figures.

J. Sargeant Reynolds is fortunate to have a sophisticated reporting system already in place to serve as an easily accessible source of quantitative data on its programs. The State Council of Higher Education, in determining whether the productivity of a degree program justifies continuance looks first at three quantitative measures: the number of program graduates, the number of program majors, and the level of service to non-majors. The Descriptive Program Statistics component of the JSRCC evaluation model examines these and other quantitative measures. See Appendix B for further description of these data elements. The model requires that where possible

each of these measures be looked at for the past five years to permit observation of trends (such as percent changes) which are more informative than isolated figures. The evaluation procedure requires as well that studies be made to compare the program under review with similar programs within the College and at other institutions. It will be the responsibility of the program to define objectives and to develop relevant comparisons with other programs. The exact nature of these comparisons will be dictated by the nature of the particular program under review. In some cases, statistics about the program should be looked at in relation to College-wide figures in order to determine the magnitude of the program. In some programs, the prevalence of a particular demographic group which uniquely characterizes the curriculum may suggest some further comparisons or may provide direction for the analysis. The program goals may also suggest directions for comparative studies. Except as noted in Appendix B, all the data required by this component of the model are available through the Office of Curriculum and Educational Planning and will be found either in computer-generated reports for JSRCC or in reports published by the VCCS or SCHEV. Some comparative data from outside the College, such as student retention rates at other VCCS colleges may only be available upon request to the individual colleges.

A.3. Resources

- a. Number of full-time and part-time faculty, the number of sections taught in the most recent Fall term, and the projected need for faculty.
- b. Qualifications of full-time faculty in the program (highest degree, years of teaching experience and years of related non-teaching experience).
- c. Present condition and future needs for equipment and facilities.
- d. State of professional development among full- and part-time faculty.

A.4. Job Market Analysis

- a. Types of jobs open to program graduates.
- b. Current and projected demand for program graduates.
- c. Current and projected salary range for available jobs.
- d. Placement of graduates and program students in jobs related to their program of study.

An important component of program evaluation, for occupational/technical programs in particular, is the job market analysis. This analysis should focus primarily on the employment outlook in the Richmond area, though broader and more general mention might be made of the outlook at the state level and beyond. See Appendix B for sources of job market data.

Included in the final submission of a job market analysis should be information on the number and types of jobs available to program graduates and the salary ranges within which these jobs fall. But a truly useful analysis must go further; it should also question the extent to which a degree or certificate gives individuals in the programs a competitive edge in hiring or entrance at a higher salary than individuals without benefit of the degree. It should consider the applicant pool from the other direction, too, asking whether our graduates are at a disadvantage in having to compete for the same jobs as degree holders from four-year institutions. In other words, a job market analysis should discover whether in fact we are serving the students' best interests in offering this program, whether the time and money invested in completing the program really benefits the students in the job market. The analysis should determine as well whether the program serves its purported function in meeting actual needs of employers in our service area.

A.5. Results of Surveys and External Review Related to the Program

- a. Graduate Follow-up Survey.
- b. Reports of student performance at transfer institutions.
- c. Non-Returning Student Survey.
- d. Advisory Committee Survey/Evaluation by External Reviewers.
- e. Faculty Survey (full- and part-time).
- f. Current Student Survey.
- g. Area High School Student Survey.
- h. Employer Survey.

The usefulness of any program evaluation process is greatly enhanced by the assessment of the program from many perspectives. The survey component of the JSRCC model was developed with precisely that end in mind. The Office of Curriculum and Educational Planning has designed and field-tested survey instruments for completion by full-time and adjunct faculty members teaching courses in the program; by program graduates; by non-returning students*; by

*Non-returning students, in transfer programs are those who are not currently enrolled in the program, who have completed at least 30 semester hours in their program, nine hours of which are designated as "core" by the Division Chair, but who have never graduated and have not been at the College during the past two semesters, not including summer.

Non-returning students, in O/T programs are those who are not currently enrolled in the program and have completed at least 3 courses designated as "core" courses by the Division Chair, but who have never graduated and have not been at the College during the past two semesters, not including summer.

current program-bound students, by high school seniors in the College's service area, by the program's Advisory/External Review Committee; and by employers of program graduates. Information is also compiled from the four-year institutions that receive JSRCC graduates as transfer students. A copy of each of these instruments is included in Appendix D of this Manual.

The Office of Curriculum and Educational Planning will administer the Graduate Follow-Up, Employer, Non-Returning Student, and High School Student surveys for the programs and compile data from the senior institutions on students who transfer. Results of the survey of program graduates will be available in January as this survey is conducted during the academic year prior to the one in which the program is being reviewed. Available in January will be the results of the Non-Returning Student Survey. The High School Student Survey will be administered every two years in the Spring; the results will be ready for use by the programs following Fall term.

Each program will be responsible for administering its own Faculty, Advisory Committee and Current Student surveys. Guidelines for administering surveys are provided in Appendix C of this Manual. Computer programs to analyze the results of each of these surveys, with a maximum of five additional program-specific questions each, are available through the Curriculum and Educational Planning Office. Data entry assistance is also available for those who wish to make use of this service.

Each of these surveys should be distributed early in the Fall semester to allow enough time to collect responses, edit the returns, and perform the statistical analyses. Programs that wish to receive computer-generated statistical analysis of these survey results should send their surveys to the Curriculum and Educational Planning Office by the end of the Fall semester. Regardless of the type of analysis performed, all surveys must be sent to the Office of Curriculum and Educational Planning by the end of December so that overall statistics can be produced to provide comparative data to all Division Chairs involved in program evaluation.

In addition to the surveys, a vital element in the evaluation report should be information on the success of program graduates in the transfer institutions. The evaluation report should include basic data such as the

mean cumulative GPA of students who transfer and their level of persistence in four-year degree programs. In addition, effort should be made to determine how well JSRCC students compare with "native" students or with transfer students from other institutions in their ability to handle course work in the discipline or curriculum. The establishment of procedures for senior institutions to provide information on our transfer students should enable programs to ascertain any specific deficiencies in the preparation of JSRCC students and to recommend interventions for program improvement. Advisory Committees made up of faculty representatives from the transfer institutions might be used to develop effective working relationships between institutions and improve the flow of information necessary for assessment of student achievement.

B. Analysis of Data

The data collection activities described in A.1 through A.6 above will provide a wealth of information. The Curriculum and Educational Planning Office will provide print-outs with standard statistical analyses for each survey. The results of these analyses should be synthesized with data from the descriptive program statistics and information about resources and curriculum, and presented in a report that forms the basis for evaluation of the program by the Curriculum Committee.

The evaluation report should not be simply a compilation of data summaries. Although all data elements cited above should be included in the report, either in the body or in the appendices, the submitted document should be primarily a narrative that reflects an analysis of the reported data elements. In some instances this discussion may include explanations for problems revealed by the data, or it may include proposed activities for reversing negative trends appearing in the data. The report should specifically focus on those issues which guided the development of the evaluation model: student demand for the program and the student level of completion of the prescribed curriculum; job availability for graduates; quality of the program in terms of curricular design, instruction and resources; fiscal consideration of cost and efficiency; the relationship of the program to the purpose, goals, and fiscal resources of the College; and

outcomes for students in terms of program objectives, general education objectives, and success at transfer institutions. Other issues which program personnel consider important to a full understanding of the program may also be addressed.

The first step in summarizing the data on a topic is to identify which elements relate to which subject. Some elements may be judged relevant to more than one topic. Next, the tables, graphs, and charts summarizing the data on a topic are prepared. Several ways of presenting the data might be drafted to decide which format best shows a particular relationship. Some data elements initially judged important to understanding a particular issue may lose their importance as the data are synthesized; others judged unimportant may be found to contribute significantly. Finally, a narrative should be written which summarizes the conclusions that may be drawn from the tables, graphs, and charts and which provides a clear understanding of each subject.

Not every piece of data that was collected needs to be described in the body of the report. Detailed summary tables and graphs should be placed in an appendix. Tables in the body of the report should show the most significant parts of the detailed summary tables, with references stating where the complete tables are located.

C. Recommendations

The program's self-study report should reflect an honest evaluation of the quality of the program, the need for it, and the cost of it. Facilities and equipment, courses, public service, and qualified faculty contribute to a program's effectiveness, but these alone do not guarantee quality education. The program's report should provide additional evidence of quality by demonstrating that its graduates have progressed towards defined educational goals or met desired learning objectives. In the context of these criteria, recommendations for change should be made to improve the program's effectiveness, and a time-line for implementing recommendations should be stated. Significant strengths and weaknesses of the program should be

addressed, particularly in relation to success in achieving program and student outcomes objectives. A recommendation to discontinue a program should be made if the detailed evaluation of the data indicates the program is no longer viable.

D. Report Structure

A suggested structure for the report is given below:

1. **Title page.** See Appendix A for format.
2. **Review and Approval Form.** This is a signature page for persons reviewing and approving the report. See Appendix G for format.
3. **Table of Contents.**
4. **Summary of Findings and Recommendations.** Prepared last, this section includes a summary of findings from the study, particularly the level of achievement of program objectives, significant strengths and weaknesses of the program, and any recommendations for change to improve the program's effectiveness. If warranted by the data, a recommendation may be made to discontinue the program.
5. **Introduction.** This is an introduction to the body of the report. It should contain any preliminary remarks which the preparer wishes to make about the study or the program. A brief history of the program may be given. Program goals and student outcome objectives of the program are presented here.
6. **Methodology.** A full description of the data collection and analysis is not necessary because that is described in other documents. This section should describe any changes in the methodology that were made, such as additional data sources or

assessment instruments that were used or those which could not be used.

7. **Results.** This section is a presentation of the results of the data analysis as these pertain to the major objectives of the program or to particular issues which have arisen. This is the primary section of the report in support of the recommendations in Section IV C. Topics listed on pages 10 through 17 should be included in the analysis:

Quantitative Measures

Enrollments

Program Graduates

Program Costs and Productivity

Retention Rates

Student Demographics

Potential Student Interest and Career Potential

Employer Demand

Salary and Promotional Opportunities

Qualitative Measures

Level of Quality of Instruction

Survey Results

Faculty Resources

Qualifications

Full-time/Part-time Ratios

Extent and Quality of Faculty Development

Projected Need for Faculty

Utilization of External Review/Advisory Committee

Adequacy of Facilities and Equipment

Appropriateness of Location of the Program (Division
and Campus)

Appropriateness of Curriculum to Requirements of Transfer
Institutions

Presence of articulation agreements with high schools
and/or senior institutions

Level of Attainment of Student Outcomes/Program Objectives

Persistence and Level of Success of Program Majors at Four-year Institutions

Agreement of Curriculum with VCCS, SACS, JSRCC Requirements

Relationship of Program to Mission and Goals of the Institution

8. **Appendices.** Included here is all information submitted for the program evaluation by the Office of Curriculum and Educational Planning, including complete results of the surveys--tabulation of responses, total number of respondents and comments to open-ended questions. Also included here may be any tables, charts, or graphs the preparer of the report may wish to submit.

If the program under review is located on more than one campus, the report should be jointly prepared, but where possible, or appropriate, program data should be reported by campus. The recommendations section of this joint report may show separate recommendations for each of the campuses offering the program, but this is not required.

V. Calendar for Program Evaluation Process

A calendar has been developed to keep evaluation activities on target for report completion by March 15 and Curriculum Committee completion by May 15 of the review year. The calendar is presented in Figure 2, page 8.

VI. Curriculum Committee Review of Evaluation Reports

When an evaluation report is received by the Curriculum Committee, it is referred to a subgroup of the Committee for review. The subgroup is comprised of at least four Committee members. Each member reads the evaluation report. Meeting together, the subgroup then decides if the program evaluation

report is an adequately prepared document which provides the necessary information upon which the Committee can assess the program. If the subgroup decides that the report is sufficiently well prepared, each of the four members completes an individual review form (see Appendix F-2). Following this, the subgroup meets as a whole and prepares a subgroup summary evaluation review form (see Appendix F-1). A copy of this subgroup summary evaluation review report, signed by the subgroup team leader, is sent by the leader to the Division Chair responsible for the program at least one week prior to the subgroup's report to the whole Curriculum Committee. The Division Chair is encouraged to be present at this Committee meeting and will be given ample time to respond to the subgroup evaluation review report as well as to any questions that may arise during the discussion of the future course of the program. The College Executive Officers are also encouraged to be present when the evaluation committee reports on their review of the program self-evaluation reports.

After hearing a report from the leader of the subgroup, two votes are taken by the Curriculum Committee, with the Division Chair and Campus Provost/Dean responsible for the program absent during the time of voting. The first vote is on the recommendation of the subgroup to accept or reject the evaluation report as submitted by the Division Chair. If the evaluation report is not accepted, the Curriculum Committee establishes a time by which a revised report must be submitted to the Committee and the appropriate Provost informs the Division Chair of this action. If the Committee votes to accept the evaluation report, a second vote is taken.

This second vote concerns the acceptance of the subgroup recommendation with respect to the continuance of the program. If the subgroup recommends to the Committee continuance of the program with no follow-up required, or continuance with a follow-up report required, a vote of the whole Committee is taken to accept or reject the recommendation and the result of this vote is forwarded to the Dean for his approval. In the case of "continuance with a follow-up report required," specific changes required in the program will be enumerated in the Committee recommendation to the Dean.

If the subgroup recommends discontinuance of the program, no vote on this recommendation is taken at this time. A vote on the discontinuance recommendation will be taken at the next regularly scheduled meeting of the

Curriculum Committee following the subgroup recommendation. In the meanwhile, each member of the Curriculum Committee will read the evaluation report submitted by the Division Chair. Also, the Division Chair may submit additional supporting information to the Curriculum Committee Chair for distribution to the members at least two weeks prior to the vote.

All preparers of the report should be familiar with the review forms used by the Curriculum Committee to understand the standards by which their evaluation reports are assessed.

[Title Page Format]

Evaluation Report

for

[Name of Program]

[Date Prepared--Month/Year]

A-1

Sources of Data Elements

The following specific quantitative measures comprise the Descriptive Program Statistics component of the program evaluation model at JSRCC:

1. Enrollment Data. This item includes the curriculum headcount, full-time and part-time, as well as the number of full-time equivalent students (FTES). Data for comparison from other VCCS institutions can be found in the VCCS Enrollment Data booklet, available in the Curriculum and Educational Planning Office. Service enrollments (non-majors) should be included if appropriate. Five years of enrollment data for Fall terms should be included, except for service enrollments for which only the latest available data should be reported. Potential or projected enrollments should be included with enrollment information. Sources for this information are the High School Student survey and the Employer survey.
2. Program Graduates. Data on graduates of JSRCC and other Virginia community colleges can be found in another VCCS publication, Graduation Awards located in the Curriculum and Educational Planning Office. This information is broken down by award type, by program and by race and sex. Five years of data should be included.
3. Costing Data. The program cost per FTES is not currently available to the VCCS Colleges. The latest year for which this data is available should be reported. For purposes of comparison, requests for information concerning programs at other VCCS institutions must be made directly to the individual institutions as the information becomes available.
4. Student Demographics. This item is intended to provide a description of the students in the program and should include data on race, sex and age. This information is available in the Curriculum and Educational Planning Office. Race, sex and age information should be reported for the last five Fall terms.

5. Student Retention Rate. This figure represents the percentage of students in a given academic year who were enrolled in the Fall term and are enrolled in the subsequent Fall term or who have completed requirements for graduation during the year. The Research Office has these figures for all programs offered at JSRCC; data on programs at another institution, which may be used for comparative purposes, must be obtained directly from that institution. Retention rates for the program should cover the past five years.
6. Productivity. Although the College's Productivity Analysis System (PAS) provides efficiency figures by discipline and not **by program**, there are instances where certain discipline efficiencies reflect directly on the efficiency of the program. In these cases, a discussion of these data should be included in the evaluation report. Assistance in determining efficiencies for programs where discipline efficiencies are not appropriate can be obtained from the Curriculum and Educational Planning Office. The past three years of efficiency figures should be included in the report.
7. Program Goals and Student Outcomes. Goals and student outcomes in a program should be broader in scope than the sum total of specific course behavioral objectives. Student outcome objectives for a particular program must be clearly delineated and must cover skills, program/discipline knowledge, and abilities in the area of general education. Program goals related to overall preparation for immediate job entry or transfer to a senior institution must be specified.

The skills and abilities of students must be assessed at a level that allows the program to identify program strengths and weaknesses. Therefore, outcomes must be defined in measureable terms along with the appropriate means to gather valid and reliable data on student success in achieving the outcomes. Possible assessment methods for student outcomes may include: certification tests, evaluations of internship/externship performance, capstone course projects, portfolio analysis, surveys, standardized or locally developed tests, comprehensive exams, external evaluations, and exit interviews with program graduates. Achievement of goals related to preparation for immediate job entry or for transfer to a

senior institution can be assessed by data from the graduate follow-up and employer surveys and from data reported by senior institutions on transfer students from JSRCC.

8. Job Market Analysis. The Virginia Employment Commission, the Bureau of Labor Statistics of the United States Department of Labor, and the Richmond and Virginia Chambers of Commerce are all good sources of data on the occupation outlook, both current and projected, for a specific job area. The Occupational Information System (OIS), a project of the Virginia Occupational Information Coordinating Committee has assembled data from the Virginia Employment Commission, U. S. Departments of Labor and Education, State Council for Higher Education, and Virginia Community College System. The OIS contains demand, supply and wage data on approximately 1700 job titles for Virginia and its metropolitan areas. These agencies can be contacted directly, but JSRCC's Office of Curriculum and Educational Planning keeps current publications from these agencies on hand, and so may be the best place to begin research.

A second source of data relating to occupational outlook is the Employer Survey, one of the evaluation questionnaires. In addition to requesting an evaluation of the performance of a JSRCC graduate, this questionnaire asks for information on future job openings and on internship possibilities. Another of the evaluation package surveys, the survey of advisory committee members, gives some idea of the future job prospects and the opportunity for advancement as perceived by people actually practicing in the field. Both the Graduate Follow-Up and Non-Returning Student surveys contain questions on current employment and salary range for our graduates and former students. These four surveys can yield useful information on the current and anticipated state of the job market.

Guidelines for Administering Surveys

A questionnaire can be an efficient means of collecting large amounts of data. However, it can be time-consuming and expensive, and the data of little use if attention is not given to proper methods at each step. This section of the guidelines details the steps in the survey process which come between designing the survey and analyzing the data collected. These steps include preparing to distribute the surveys, distributing the surveys and following up non-respondents, and preparing the returns for analysis.

While all surveys include these same steps, the specific details for implementing them vary depending on such factors as the population being surveyed, the content of the survey, and the time available for collecting the data. Decisions made in one step will affect activities in another step. Thus, all three steps must be thought through before preparation of the surveys for distribution actually begins.

1. **Preparing for survey distribution.**

- a. Prepare program specific questions. The surveys were designed to be used by all of the programs. Thus, the questions had to be general enough to be applicable to each program. To make the surveys more program specific, additional items prepared by program personnel may be added to each survey.

To prevent analysis of these additional questions from becoming too complicated or time-consuming, limits have been placed on the number which may be added on their format. First, the maximum number of additional questions that may be added to each survey and analyzed by the Research Office is five. More than five questions can be added to a survey but only five will be analyzed by the Research Office as part of the statistical analysis provided to a program. The same questions may be asked on each of the three surveys or they may be entirely different, giving a maximum of 15 different questions. Division personnel will be responsible for analyzing any questions beyond the first

five per questionnaire.

Second, the questions must be multiple choice with no more than nine response choices from which the respondent selects one answer. Examples of inappropriately formatted and appropriately formatted questions are given below:

Inappropriate: How many times have you met with your advisor? ____ times (Question is not presented in multiple choice format; more than nine different answers are possible).

Appropriate: How many times have you met with your advisor?

1. never met with advisor
2. 1-2 times
3. 3-5 times
4. more than 5 times

The program head is responsible for having program specific questions prepared and attached to the proper survey before distribution. Research Office staff will be glad to review questions for appropriate format.

- b. **Obtain copies of survey forms.** A master of the Current Student Survey, the Advisory Committee Survey, and Faculty Surveys are maintained in the Curriculum and Educational Planning Office. The Research Office will send the Division Chair these masters with the appropriate program name typed at the top. After the division receives the masters, copies are made by the division office by any means the division selects.
- c. **Obtain copies of cover letters.** Sample letters for initial mailing and follow-up are available in the Curriculum and Educational Planning Office. These may be requested by the Division Chair.

Programs may wish to write their own cover letters to accompany the mailings. In this case, sufficient copies of each letter must be prepared by the program.

- d. **Order mailing envelopes and return envelopes.** Both types of envelopes are kept in stock in the College's Central Warehouse. Sufficient numbers of each envelope should be ordered in the same manner as other stock items at least three weeks prior to the

initial mailing date (see Distribution and Follow-Up for formulas to estimate the number of each item that will be required).

- e. Prepare address labels. Labels with the home address of students currently enrolled in a program can be obtained from the Computer Center. The request should be made three weeks prior to the initial mailing date. Three sets of the labels should be requested: one for the initial mailing, and one for each follow-up mailing.

While address labels may be used with the Advisory Committee Survey, it is recommended that the addresses be typed instead as studies have shown this to increase the response rate. A good response rate from advisory committee members is important since there are so few being surveyed.

Surveys to faculty members can be handled through an in-house distribution system.

- f. Prepare survey packets

- i. Code surveys for follow-up. Many surveys contain identification numbers so that those who completed the survey do not receive follow-up mailings. This can reduce the cost and time needed to prepare follow-up mailings. More care is required in preparing each mailing, however, as the coded survey must be placed in the envelope addressed to the person to whom the code was assigned.

If an identification number is used, this should be mentioned in the cover letter and the number placed on the front of the survey. Even if the cover letter states that the identification number will be used only for monitoring returns, the response rate is likely to be lower than if no identification number is used. One must also consider the nature of the three surveys: groups are being asked to give feedback on the strengths and weaknesses of programs of which they are a part. The use of identification numbers may reduce the number of returns as well as the candidness of responses of those who do reply.

Program Advisory Committee Survey. It is recommended that

identification numbers not be used. The number of advisory committee members is small so every return is important, and the preparation of follow-up mailings will not be burdensome.

Full- and Part-Time Faculty Survey. It is recommended that identification numbers not be used. The opinions of the program faculty are important and their candidness should not be jeopardized.

Current Student Survey. It is recommended that identification numbers be used to reduce the cost of follow-up mailings. A recent survey of current students made by a program which included identification numbers on the survey had a response rate of 50 percent after the first mailing. The final response rate was 75 percent after two mailings.

An alternate to placing the identification number on the survey is to place it on the return envelope. Since the survey form contains no identification numbers, complete anonymity of the respondent is assured once the survey has been removed from the envelope.

ii. Address envelopes and cover letters. As mentioned earlier a higher response rate is obtained when the address is typed on the envelope than when mailing labels are used. Additional ways to personalize the surveys are to type the inside address and use the person's name in the salutation rather than something more general like Dear Advisory Committee Member. As with all methods used to increase the response rate, one must weigh the increased response expected against the time and cost involved.

Program Advisory Committee Survey. Because only a small number are surveyed, a typed inside address and personalized salutation should be used.

Full- and Part-Time Faculty Survey. The high relevance of the survey content to faculty should produce a high response rate that will be affected very little by omitting an inside address or personalized salutation.

Current Student Survey. The fewer the number of students in

a program the more important it is that each student respond. Thus, programs with fewer than 30 students should personalize the mailings as much as possible. Those with greater numbers of students can omit the inside address and personalized salutation.

iii. Stuff envelopes. To complete the preparation of the survey packets, a cover letter, survey, and return envelope are collated, folded and placed in the mailing envelope. If identification numbers are used to monitor returns then care must be taken to see that the surveys are placed in the proper envelopes.

2. Distribution of surveys and follow-up of non-respondents

- a. **Distribute surveys.** Usual procedures should be followed when preparing mail to be sent to the Mailroom. The date on which the surveys are mailed should match that on the cover letter which accompanies the survey.
- b. **Monitor returns.** Monitoring returns involves keeping a daily record of the number of completed surveys received. This is done to see how the survey is progressing and to determine the date of follow-up mailings. Generally, mailings are spaced two weeks apart. This is sufficient time for those surveyed to have responded if they are going to. However, the time between mailings may be decreased if the daily returns show few surveys being received after the first week, or it may be increased if daily returns are still high after two weeks.

In addition to keeping a count of completed surveys received, a count should be kept of those returned by the Post Office due to incorrect addresses. An effort should be made to locate correct addresses and then re-mail these surveys. This is not expected to be a significant problem with the three surveys.

If identification numbers have been used then the monitoring procedures include marking off on a master list the names of those who have completed the survey so that additional surveys will not be mailed to these respondents.

- c. **Prepare and mail first follow-up.** The initial mailing will

generally result in a completion rate of 30 to 50 percent. A final completion rate of at least 75 to 80 percent should be aimed at for each of the three surveys. At least one and probably two follow-up mailings will be needed to achieve this figure.

Two or three days before the date the follow-up mailing is to be made, work should begin on preparing the survey packets. The same procedures are followed for this mailing as were done for the initial mailing. If identification numbers are used, a final check should be made before the surveys are mailed that those who completed the survey are not included in the follow-up.

Below are formulas for estimating the number of surveys, cover letters and envelopes that will be required for the initial mailing and two follow-up mailings. These estimates are based on a completion rate of 30 percent from the initial mailing, and an additional 20 percent from the first follow-up. These are conservative estimates for the three surveys, thus, programs will probably have more of each item than needed. However, if sufficient quantities of each are not ready when needed, the mailing could be delayed and lose its impact.

<u>Item</u>	<u>Number Needed</u> <u>(n = number in sample)</u>
Survey	$2.2 \times n$
Mailing Envelope	$2.2 \times n$
Return Envelope	$2.2 \times n$
Cover Letter--Initial Mailing	n
Cover Letter--First Follow-Up	$.7 \times n$
Cover Letter--Second Follow-Up	$.5 \times n$

- d. Prepare and mail second follow-up. The same procedures are followed as for the first follow up.

3. Preparing responses for analysis

- a. Edit returns. The completed surveys need to be screened for problems which make the answers difficult to use or interpret; for example, illegible marks, or apparent errors such as a respondent marking two answers to a question that specifies only one is to be given. The job of the editor is to review the completed surveys for problems, decide how they will be handled, and record the decisions. The editor must be someone who is familiar with the survey questions and directions.

Response problems need to be resolved so that as much of the data as possible are useful but at the same time see that answers are not changed or distorted. Sometimes this requires that the response to a particular question be treated as missing, that is, as though the respondent did not answer that question. Because the program administered surveys are short and contain mostly rating type questions, the number of editing problems is expected to be few.

- b. Analysis of Surveys. The Curriculum and Educational Planning Office will tabulate responses to the faculty, advisory committee and current student surveys upon request of the Division Chair, provided the survey responses have been edited. For some programs the number of returns for each survey will be small, in which case the tabulations may be done within the divisions if the Division Chairs desire. In either case, all programs must send the original survey forms to Curriculum and Educational Planning so that overall responses to the three surveys can be computed. These overall responses will be given to the Division Chairs so that they will have a basis against which to compare their own program results.

**EMPLOYER SURVEY**

Employee's Name: _____

Job Title: _____

Program: _____

(See Attached Brochure)

INSTRUCTIONS:

FOR THE FOLLOWING QUESTIONS, THE WORD "EMPLOYEE" REFERS TO THE ABOVE NAMED INDIVIDUAL. PLACE A CHECK [☐] IN THE APPROPRIATE BRACKETS.

SECTION A:

Please complete this section if the person named above IS or WAS employed in your organization. Otherwise, go to Section B.

1. This employee

- (1) [☐] is presently employed in this organization.
(2) [☐] is no longer employed in this organization.

2. The job title indicated above is

- (1) [☐] accurate
(2) [☐] not accurate. If not accurate, give appropriate title _____

3. My position relative to this employee is/was

- (1) [☐] employer
(2) [☐] supervisor
(3) [☐] other (specify) _____

4. The primary contact source for the initial hiring of this employee was

- (1) [☐] J.S.R.C.C. faculty member
(2) [☐] J.S.R.C.C. job placement office
(3) [☐] applicant's own initiative
(4) [☐] other (specify) _____

5. List the specific duties performed by this employee in your organization.

6. I believe that this employee's J.S.R.C.C. training contributed to his/her

- | | | |
|--|----------------------------------|---------------------------------|
| (1) [☐] initial job placement | [☐] yes | [☐] no |
| (2) [☐] salary increases and promotions | [☐] yes | [☐] no |

7. How adequately did this employee's J.S.R.C.C. training prepare him/her in the following areas?

	More than Adequate	Adequate	Inadequate	Not Observed	Not Applicable
(1) Job related knowledge	[]	[]	[]	[]	[]
(2) Job related skills	[]	[]	[]	[]	[]
(3) Communication skills (reading, writing, and verbal)	[]	[]	[]	[]	[]
(4) Mathematical skills	[]	[]	[]	[]	[]
(5) Following instructions	[]	[]	[]	[]	[]

8. Rate the employee on the following personal characteristics.

(1) Work attitude	[]	[]	[]	[]	[]
(2) Cooperating with others on the job	[]	[]	[]	[]	[]
(3) Meeting the public	[]	[]	[]	[]	[]
(4) Personal initiative	[]	[]	[]	[]	[]
(5) Punctuality	[]	[]	[]	[]	[]
(6) Personal appearance	[]	[]	[]	[]	[]

9. List any job skills in which the employee shows particular strength.

10. List any job skills in which the employee shows particular weakness.

11. How could the employee's educational preparation for this position be improved?

12. My overall rating of the J.S.R.C.C training received by this employee as it relates to job performance is

- | | | |
|-------------------|--------------|----------------------|
| (1) [] very good | (2) [] good | (3) [] satisfactory |
| (4) [] fair | (5) [] poor | |

13. In comparison with the performance of similar type employees from the various backgrounds shown below, check the appropriate bracket.

J.S.R.C.C. TRAINED EMPLOYEE IS:

	<i>Better Prepared</i>	<i>About the Same</i>	<i>Less Prepared</i>	<i>Not Applicable</i>	<i>No Basis for Opinion</i>
(1) Than employees with no formal college training	[]	[]	[]	[]	[]
(2) Than employees from a training school of less than two years	[]	[]	[]	[]	[]
(3) Than employees from another two-year college	[]	[]	[]	[]	[]
(4) Than employees from a four-year college	[]	[]	[]	[]	[]
(5) Than employees with on-the-job training	[]	[]	[]	[]	[]

SECTION B: Everyone should answer this section.

1. How many positions in your organization could be filled by graduates of this instructional program?

- (1) [] 0
 (2) [] 1 - 5
 (3) [] 6 - 10
 (4) [] More than 10. Approximately how many: _____

2. What is the starting salary range for these positions:

MONTHLY SALARY	MONTHLY SALARY
(1) [] up to \$800	(8) [] \$1400 - \$1499
(2) [] \$800 - \$899	(9) [] \$1500 - \$1599
(3) [] \$900 - \$999	(10) [] \$1600 - \$1699
(4) [] \$1000 - \$1099	(11) [] \$1700 - \$1799
(5) [] \$1100 - \$1199	(12) [] \$1800 - \$1899
(6) [] \$1200 - \$1299	(13) [] \$1900 - \$1999
(7) [] \$1300 - \$1399	(14) [] \$2000 - Up

3. If appropriate positions came open, would you employ J.S.R.C.C. graduates from this program:

- (1) [] Yes (2) [] No If NO, why not: _____

4. How many new vacancies created by expansion which could be filled by graduates of the program do you foresee in your organization?

No. of New Vacancies	1990	1993
(1) 0	[]	[]
(2) 1 - 5	[]	[]
(3) 6 - 10	[]	[]
(4) 11 - 15	[]	[]
(5) More than 15	[]	[]

5. Would your organization be interested in participating in an internship program? (This would involve an advanced student, trained in an area related to your Company's needs, gaining supervised practical experience in your organization for an agreed upon period of time.)

(1) ☐ Yes

(2) ☐ No

If Yes, contact person in my organization would be:

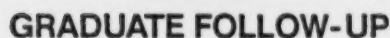
_____ Phone No. _____

The College offers a career planning and placement service for all students. For more information on how you as an employer can benefit from this service, feel free to contact:

Career Planning and Placement — Parham Road Campus
Phone: 371-3240

Career Planning and Placement — Downtown Campus
Phone: 786-1106

Thank you for your time and effort in filling out this survey. Please use the space below for any additional comments.



SECTION A **EVERYONE SHOULD ANSWER THIS SECTION.**

- (1) [] Improvement of employment skills for present job
(2) [] Preparation for immediate entry into a career
(3) [] Preparation for transfer to a four-year institution
(4) [] Personal interest or self-enrichment
(5) [] Other (describe) _____

- (1) [] Fully
(2) [] Somewhat
(3) [] Not at all

- | | Excellent | Above Average | Average | Below Average | Poor |
|---------------------------------------|-----------|---------------|---------|---------------|------|
| (1) Subject Knowledge | [] | [] | [] | [] | [] |
| (2) Learning skills | [] | [] | [] | [] | [] |
| (3) Ability to get along with people | [] | [] | [] | [] | [] |
| (4) Knowledge of career opportunities | [] | [] | [] | [] | [] |
| (5) Communication skills | [] | [] | [] | [] | [] |
| (6) Values and ethics | [] | [] | [] | [] | [] |
| (7) Mathematical skills | [] | [] | [] | [] | [] |

- | | Highly Satisfied | Satisfied | Dissatisfied | Highly Dissatisfied | No Experience with Item |
|---|------------------|-----------|--------------|---------------------|-------------------------|
| A. Student Services | | | | | |
| (1) Freshman orientation | [] | [] | [] | [] | [] |
| (2) Availability of cultural activities | [] | [] | [] | [] | [] |
| (3) Assistance in finding employment | [] | [] | [] | [] | [] |
| (4) Counseling for program selection | [] | [] | [] | [] | [] |
| (5) Counseling for personal problems | [] | [] | [] | [] | [] |
| (6) Counseling for vocational selection | [] | [] | [] | [] | [] |

	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	No Experience with Item
(7) Variety of student extracurricular activities	[]	[]	[]	[]	[]
(8) Variety of student organizations	[]	[]	[]	[]	[]
(9) Financial aid assistance	[]	[]	[]	[]	[]
(10) Registration process	[]	[]	[]	[]	[]
(11) Graduation process	[]	[]	[]	[]	[]
(12) Student influence on college decisions	[]	[]	[]	[]	[]
(13) Intramural sports	[]	[]	[]	[]	[]
B. Academic Services					
(1) Overall quality of instruction at the College	[]	[]	[]	[]	[]
(2) Overall quality of instruction in my curriculum	[]	[]	[]	[]	[]
(3) Faculty interest in and availability to students	[]	[]	[]	[]	[]
(4) Faculty performance in classroom	[]	[]	[]	[]	[]
(5) Content of courses	[]	[]	[]	[]	[]
(6) Learning Resources Center (library services, learning laboratory)	[]	[]	[]	[]	[]
(7) Computer laboratories	[]	[]	[]	[]	[]
(8) Facilities available in my curriculum	[]	[]	[]	[]	[]
(9) Developmental courses	[]	[]	[]	[]	[]
(10) Tutorial services/learning assistance	[]	[]	[]	[]	[]

5. How well did you understand the following aspects of your curriculum?

	Very Well	Adequately	Not Very Well	No Opinion
(1) Prerequisites	[]	[]	[]	[]
(2) Requirements for graduation from J.S.R.C.C.	[]	[]	[]	[]
(3) Options for majors at four-year transfer schools	[]	[]	[]	[]
(4) Job opportunities in the intended major	[]	[]	[]	[]

6. In addition to the degree or certificate you have just received from J.S.R.C.C. what is the highest degree:

	No Additional Degree	Associate Degree	Baccalaureate Degree	Master's Degree	Doctorate or Professional Degree
(1) that you earned before attending J.S.R.C.C.?	[]	[]	[]	[]	[]
(2) that you plan to earn in the future?	[]	[]	[]	[]	[]

7. Have you returned to an educational institution (for any number of courses) for further study since graduation from J.S.R.C.C.?

- (1) [] No
 (2) [] Yes, at J.S.R.C.C.
 (3) [] Yes, at a two-year college other than J.S.R.C.C.
 (4) [] Yes, at a four-year college or university
 (5) [] Yes, but at none of the above. Specify type of institution: _____

8. What is your current educational status?

- (1) [] Currently attending school full-time (12 or more credit hours)
 (2) [] Currently attending school part-time (less than 12 credit hours)
 (3) [] Not currently attending school

9. What is your current employment status? (Answer only one)

- (1) [] Active full-time military service
 (2) [] Employed full-time (35 or more hours per week)
 (3) [] Employed part-time (less than 35 hours per week)
 (4) [] Unemployed and seeking employment
 (5) [] Not employed and *not* seeking employment

10. If you are not currently working, please indicate the principal reason you are not working.

- (1) ☐ Health problems
- (2) ☐ Pregnancy
- (3) ☐ Caring for small children
- (4) ☐ Student status
- (5) ☐ Retired
- (6) ☐ No jobs available in my curricular area
- (7) ☐ Not sufficiently qualified for job in field related to my curriculum
- (8) ☐ Don't want to work
- (9) ☐ Other, please specify _____

SECTION B

PLEASE ANSWER THIS SECTION ONLY IF YOU CONTINUED YOUR EDUCATION, SINCE LEAVING J.S.R.C.C., AT A FOUR-YEAR COLLEGE OR UNIVERSITY (FULL TIME OR PART TIME)

11. Give the name of your current college or university (or the one most recently attended since leaving J.S.R.C.C.).

12. Did you have problems transferring to the college indicated above?

- (1) ☐ Yes
- (2) ☐ No

13. If you answered "yes" to question 12, please indicate the problem below:

- (1) ☐ Transfer of credit hours
- (2) ☐ Transcript problems
- (3) ☐ Admissions problems
- (4) ☐ Other (describe) _____

14. What is your cumulative grade point average at your current (or most recently attended) four-year college or university:

- | | |
|--------------------------------------|--|
| (1) ☐ 3.5-4.0 | (5) ☐ 1.5-1.9 |
| (2) ☐ 3.0-3.4 | (6) ☐ 1.0-1.4 |
| (3) ☐ 2.5-2.9 | (7) ☐ Below 1.0 |
| (4) ☐ 2.0-2.4 | |

15. What is your major at your current (or most recently attended) four-year college or university?

16. At what level were you accepted by the four-year college or university upon transfer from J.S.R.C.C.?

- | | |
|--|---|
| (1) ☐ Freshman | (4) ☐ Senior |
| (2) ☐ Sophomore | (5) ☐ Graduate |
| (3) ☐ Junior | (6) ☐ Other (describe) _____ |

17. Rate your training at J.S.R.C.C. in regard to its value as preparation for your transfer to a four-year college or university?

- | | |
|--|--|
| (1) ☐ Excellent | (4) ☐ Below average |
| (2) ☐ Above average | (5) ☐ Poor |
| (3) ☐ Average | |

SECTION C

PLEASE ANSWER THIS SECTION ONLY IF YOU ARE CURRENTLY EMPLOYED (FULL OR PART TIME OR MILITARY SERVICE) OR HAVE BEEN EMPLOYED SINCE YOU LEFT J.S.R.C.C.

18. Is your present or most recent occupation related to the curriculum you completed at J.S.R.C.C.?

- (1) ☐ Yes, directly related
- (2) ☐ Yes, closely related
- (3) ☐ No, it is only remotely related or is not related at all

19. If you answered "no" to question 18, please indicate the principal reason you **are** not currently working in a job related to your J.S.R.C.C. curriculum.
- (1) ☐ Could not find job in field related to my J.S.R.C.C. curriculum
 - (2) ☐ Better pay in field not related to my J.S.R.C.C. curriculum
 - (3) ☐ Better opportunity for advancement in field not related to my J.S.R.C.C. curriculum
 - (4) ☐ Did not want to work in field related to my J.S.R.C.C. curriculum
 - (5) ☐ J.S.R.C.C. curriculum did not sufficiently qualify me for job in field related to my curriculum
 - (6) ☐ Other (explain): _____

20. How well did the program in which you were enrolled at J.S.R.C.C. prepare you for the job you are now performing?

- (1) ☐ Very well
- (2) ☐ Adequately
- (3) ☐ Inadequately
- (4) ☐ Not applicable

21. (a) Please give the name and address of the firm for which you currently work.

Name of Company _____

Mailing Address _____

City _____ State _____ Zip Code _____

(b) What is your job title? _____

(c) How many years have you worked in your present job field? _____

22. (a) Please indicate your approximate average *monthly* salary range (gross) below.

- | | |
|--|---|
| (1) ☐ up to \$800 | (8) ☐ \$1400 - \$1499 |
| (2) ☐ \$800 - \$899 | (9) ☐ \$1500 - \$1599 |
| (3) ☐ \$900 - \$999 | (10) ☐ \$1600 - \$1699 |
| (4) ☐ \$1000 - \$1099 | (11) ☐ \$1700 - \$1799 |
| (5) ☐ \$1100 - \$1199 | (12) ☐ \$1800 - \$1899 |
| (6) ☐ \$1200 - \$1299 | (13) ☐ \$1900 - \$1999 |
| (7) ☐ \$1300 - \$1399 | (14) ☐ \$2000 - Up |

(b) The above salary is based on how many hours per week? _____ hours

23. If you were seeking employment while at J.S.R.C.C. or upon graduation, did the college assist you in finding a job?

- (1) ☐ No
- (2) ☐ Yes, upon graduation
- (3) ☐ Yes, while attending J.S.R.C.C.
- (4) ☐ Yes to both 2 and 3.

24. In its continuing effort to improve its educational programs, the College would like to send a questionnaire to your current employer for his or her assessment of the academic training provided by the College. May we have your permission to send a questionnaire to your employer?

- (1) ☐ Yes If Yes, please supply the name of your supervisor
- (2) ☐ No

Thank you for your time and effort in filling out this survey. Please use the space below (or attach a separate sheet) for any additional comments you would like to make concerning J.S.R.C.C. or your program of study.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

HIGH SCHOOL STUDENT SURVEY

INSTRUCTIONS: PLEASE ANSWER ALL QUESTIONS AS DIRECTED BY CHECKING THE APPROPRIATE SPACE. ([]).

I. Do you plan to attend a college or university upon graduation from high school?

(1) [] Yes

(2) [] No

(If NO, you have completed the survey. Thank you for your response.)

II. If YES, do you plan to attend a two-year college or a four-year college?

(1) [] Two-year

(2) [] Four-year

(If FOUR-YEAR, you have completed the survey. Thank you for your response.)

IF YOU PLAN TO ATTEND A TWO-YEAR COLLEGE, PLEASE ANSWER THE FOUR REMAINING QUESTIONS.

III. Which of the following best describes your plans regarding future attendance at J. Sargeant Reynolds Community College?

(1) [] I definitely plan to attend J. Sargeant Reynolds Community College after high school graduation.

(2) [] I may attend J. Sargeant Reynolds Community College after high school graduation.

(3) [] I do not plan to attend J. Sargeant Reynolds Community College after high school graduation. (If you checked this response, skip Question IV and go to Question V.)

IV. If you checked response (1) or (2) to Question III above, on which campus would you expect to take your classes?

(1) [] Downtown Campus (City of Richmond)

(2) [] Parham Road Campus (Henrico County)

(3) [] Western Campus (Goochland County)

V. After graduation from a two-year college, do you plan to seek immediate employment or continue your education at a four-year college or university?

(1) [] Seek immediate employment

(2) [] Continue at a four-year school

- VI. Below are listed eight broad academic categories (A through H) in which a two-year college might offer majors. (The academic categories are underlined.) Please check the one category in which you are most interested.

Next, from the list of majors listed below the academic category you have checked, please check up to three majors in which you are interested.

Academic
Categories:

(A) ☐ BUSINESS AND COMMERCE

Majors:

- | | |
|--|--|
| (1) ☐ Accounting | (7) ☐ Culinary Arts |
| (2) ☐ Business Administration | (8) ☐ Marketing (Sales Administration) |
| (3) ☐ Credit Union Management | (9) ☐ Real Estate |
| (4) ☐ Finance (Banking/Other Financial Service) | (10) ☐ Secretarial Science/Office Systems |
| (5) ☐ Hotel, Restaurant Institution Management | (11) ☐ Word Processing |
| (6) ☐ Insurance Administration | |

(B) ☐ DATA PROCESSING

Majors:

- | | |
|---|--|
| (1) ☐ Computer Programming | (4) ☐ Data Entry |
| (2) ☐ Computer Science | (5) ☐ Microcomputer Programming |
| (3) ☐ Computer Operations | |

(C) ☐ HEALTH SERVICE

Majors:

- | | |
|--|--|
| (1) ☐ Dental Assisting | (5) ☐ Nursing |
| (2) ☐ Dental Laboratory Technology | (6) ☐ Opticianry |
| (3) ☐ Occupational Therapy | (7) ☐ Respiratory Therapy |
| (4) ☐ Medical Laboratory Technology | (8) ☐ Dietary Manager |

(D) ☐ LIBERAL ARTS

Majors:

- | | |
|--|--|
| (1) ☐ Humanities (History, English, Foreign Language, etc.) | (2) ☐ Social Science (Psychology, Sociology, Political Science, etc.) |
|--|--|

(E) ☐ ENGINEERING AND INDUSTRIAL TECHNOLOGY

Majors:

- | | |
|---|--|
| (1) ☐ Air Conditioning and Refrigeration | (5) ☐ Drafting and Design |
| (2) ☐ Airplane Mechanics (FAA Certified) | (6) ☐ Electronics Engineering |
| (3) ☐ Aviation and Pilot Training | (7) ☐ Engineering (General) |
| (4) ☐ Automotive/Diesel Mechanics | (8) ☐ Surveying |
| | (9) ☐ Welding |

(F) [] NATURAL SCIENCE AND AGRICULTURE

Majors:

(1) [] Horticulture

(2) [] Science (Biology,
Physics, Chemistry)

(G) [] PUBLIC SERVICE

Majors:

(1) [] Child Care (Pre-School
Education and Care)

(5) [] Legal Assisting

(2) [] Elementary/Secondary
Teaching

(6) [] Social Work

(7) [] Teacher Aide

(3) [] Fire Science/Firefighting

(8) [] Administration of Justice
(Police, Corrections,
Security)

(4) [] Interpreter Training

(Communications for the Deaf)

(H) [] ARTS AND DESIGN TECHNOLOGY

Majors:

(1) [] Interior Decorating

(4) [] Printing/Lithographic
Technology

(2) [] Photography

(3) [] Fine Arts

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

(Revised 1/91)

(WP51/SURVEYS/S-HSSS)

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

NON-RETURNING STUDENT SURVEY

PLEASE CHECK THE BOX WHICH BEST REPRESENTS YOUR ANSWER. EXAMPLE: (✓)

1. What was your **primary** objective in attending JSRCC? (Check one response.)

- (1) ☐ To take one or more job-related courses
- (2) ☐ To obtain a degree, certificate or diploma
- (3) ☐ To take some courses in a specific area in order to make a career choice
- (4) ☐ To obtain some courses in order to transfer to another college
- (5) ☐ To satisfy a personal interest
- (6) ☐ Other (please specify) _____

2. Was this objective **achieved**? (Check one response.)

- (1) ☐ Fully
- (2) ☐ Somewhat
- (3) ☐ Not at all

3. Do you plan to pursue this objective further? (Check one response.)

- (1) ☐ Yes
- (2) ☐ No
- (3) ☐ Undecided

4. If you answered **Yes** to **Question 3**, where are you pursuing or planning to pursue your objective? (Check one response.)

- (1) ☐ At JSRCC
- (2) ☐ At another college
- (3) ☐ Other (describe) _____

5. Were you employed when you attended JSRCC? (Check response beside answer which best describes your response.)

- (1) ☐ Yes, I was employed full-time (35 or more hours per week).
- (2) ☐ Yes, I was employed part-time (less than 35 hours per week).
- (3) ☐ No, I was a homemaker and not employed outside the home.
- (4) ☐ No, I was not employed.

6. At what time of day did you attend classes? (Check one response.)

- (1) ☐ Primarily night
- (2) ☐ Primarily day
- (3) ☐ Equal number of day and night classes

7. What was the major reason (or reasons) for **not** continuing your education at JSRCC? (Check as many responses as are appropriate).

- | | |
|--|---|
| (1) ☐ Completed courses which I needed or desired to take | (13) ☐ Transportation problems |
| (2) ☐ No courses offered which I desired to take | (14) ☐ Unfriendly atmosphere |
| (3) ☐ No courses offered which I needed to take | (15) ☐ Instructors were unsympathetic or unconcerned |
| (4) ☐ Classes were cancelled | (16) ☐ Found job in occupation related to courses completed in program |
| (5) ☐ Dissatisfied with instruction | (17) ☐ Found job in occupation unrelated to courses completed in program |
| (6) ☐ Dissatisfied with content of courses | (18) ☐ Conflicting job hours |
| (7) ☐ Courses too easy | (19) ☐ Change of residence |
| (8) ☐ Courses too hard | (20) ☐ Personal/family reasons |
| (9) ☐ Grade problems | (21) ☐ Child care problems |
| (10) ☐ Financial problems | (22) ☐ Other (please describe) |
| (11) ☐ Dissatisfied with facilities | |
| (12) ☐ Transferred to another college. | |
- If so, which one? _____

8. What is your current educational status? (Check one response.)

- (1) ☐ Currently attending school full-time
 (2) ☐ Currently attending school part-time
 (3) ☐ Not currently attending school

9. What is your current employment status? (Check one response.)

- (1) ☐ Military service full-time
 (2) ☐ Employed full-time (does not include full-time military service)
 (3) ☐ Employed part-time (does not include military service)
 (4) ☐ Unemployed (not employed, but actively seeking employment)
 (5) ☐ Not in labor force (not employed and not seeking employment)

10. If you are currently employed, is your present occupation related to the curriculum you were enrolled in at JSRCC? (Check one response.)

- (1) ☐ Yes, directly related
 (2) ☐ Yes, closely related
 (3) ☐ No, only remotely related or not related at all

11. What is your job title? _____

12. How well did you understand the following aspects of your curriculum?

	3	2	1	4
	Very		Not Very	No
	Well	Adequately	Well	Opinion
(1) Prerequisites?	11	11	11	11
(2) Requirements for graduation?	11	11	11	11
(3) Options for majors at 4-year schools?	11	11	11	11
(4) Job opportunities in the field?	11	11	11	11

13. Were you advised to take any developmental courses while you were at JSRCC?

☐ No

☐ Yes (Check) Writing ☐ Reading ☐ Math ☐
Other (please list) _____

14. If you answered **Yes** to **Question 13**, did you complete your developmental courses?

☐ Yes

☐ No

15. Did the developmental courses help you with your credit level classes?

☐ Yes

☐ No

☐ Not Applicable

16. The following items describe some aspects at JSRCC. Indicate degree to which you were satisfied with these services.

	4	3	2	1	5
	Highly			Highly	No
	Satisfied	Satisfied	Dissatisfied	Dissatisfied	Experience with item

A. Student Services

(1) Registration Process	☐	☐	☐	☐	☐
(2) Orientation	☐	☐	☐	☐	☐
(3) Counseling for program selection	☐	☐	☐	☐	☐
(4) Counseling for voca- tional selection	☐	☐	☐	☐	☐
(5) Counseling for personal problems	☐	☐	☐	☐	☐
(6) Financial Aid Assistance	☐	☐	☐	☐	☐
(7) Learning Assistance (tutors, etc.)	☐	☐	☐	☐	☐

B. Academic Services

(1) Overall quality of instruction	☐	☐	☐	☐	☐
(2) Quality of instruc- tion in curriculum	☐	☐	☐	☐	☐
(3) Faculty interest and availability	☐	☐	☐	☐	☐
(4) Content of courses	☐	☐	☐	☐	☐
(5) Developmental courses	☐	☐	☐	☐	☐
(6) Quality of faculty advising	☐	☐	☐	☐	☐

17. Which statement best describes your feeling about your overall educational experience at JSRCC? (Check one response.)

- (1) ☐ Very satisfied
- (2) ☐ Satisfied
- (3) ☐ I am not sure
- (4) ☐ Dissatisfied
- (5) ☐ Very dissatisfied

18. Before leaving this college, did you consult with counselors or faculty members about leaving the college?

Yes ¹ ☐

No ² ☐

If you did, were they helpful?

Yes ¹ ☐

No ² ☐

19. Comment generally about improvements that could be made in your particular program or in your overall educational experience.

PLEASE ANSWER THIS SECTION ONLY IF YOU CONTINUED
YOUR EDUCATION, SINCE LEAVING JSRCC, AT A FOUR-YEAR
COLLEGE OR UNIVERSITY (FULL-TIME OR PART-TIME)

20. Give the name of your current college or university (or the one most recently attended since leaving JSRCC).

21. Did you have problems transferring to the college indicated above?

(1) ☐ Yes

(2) ☐ No

22. If you answered **Yes** to Question 21, please indicate the problem below:

(1) ☐ Transfer of credit hours

(2) ☐ Transcript problems

(3) ☐ Financial Aid problems

(4) ☐ Other (describe) _____

23. What is your cumulative grade point average at your current (or most recently attended) four-year college or university?

(1) ☐ 3.5-4.0

(5) ☐ 1.5-1.9

(2) ☐ 3.0-3.4

(6) ☐ 1.0-1.4

(3) ☐ 2.5-2.9

(7) ☐ Below 1.0

(4) ☐ 2.0-2.5

24. What is your major at your current (or most recently attended) four-year college of university?

25. At what level were you accepted by the four-year college or university upon transfer from JSRCC?

(1) ☐ Freshman

(4) ☐ Senior

(2) ☐ Sophomore

(5) ☐ Graduate

(3) ☐ Junior

(6) ☐ Other
(describe) _____

26. Rate your training at JSRCC in regard to its value as preparation for your transfer to a four-year college or university?

(1) ☐ Excellent

(4) ☐ Below average

(2) ☐ Above average

(5) ☐ Poor

(3) ☐ Average

Thank you for your time and effort in filling out this survey. Please use the space below for any additional comments you would like to make concerning JSRCC or your program of study.

(7/88)

(Revised 12/19/88)

PROGRAM EVALUATION
ADVISORY COMMITTEE SURVEY

INSTRUCTIONS: CHECK THE APPROPRIATE BOX.

- I. Please evaluate the program's curriculum as it pertains to types of courses and content. See attached program design sheet.

	4	3	2	1	5	6
	Excellent	Good	Fair	Poor	No Basis for Opinion	Not Applicable
1. Specialized Program Courses (* on program design sheet)	☐	☐	☐	☐	☐	☐
2. General Education Courses (History, English, etc.)	☐	☐	☐	☐	☐	☐
3. Field Placement/Internship	☐	☐	☐	☐	☐	☐
4. Overall Preparation for Employment	☐	☐	☐	☐	☐	☐

Comments:

[Scale for computing mean score: 4=Excellent, 3=Good, 2=Fair, 1=Poor. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

- II. Please evaluate College facilities and equipment for program use.

	3	2	1	5	6
	More than Adequate	Adequate	Less than Adequate	No Basis for Opinion	Not Applicable
1. College facilities are	☐	☐	☐	☐	☐
2. College equipment is	☐	☐	☐	☐	☐

Comments:

[Scale for computation of mean score: 3=More than Adequate, 2=Adequate, 1=Less than Adequate. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

III. Please evaluate the employability of program graduates.

	4	3	2	1	5	6
	Excellent	Good	Fair	Poor	No Basis for Opinion	Not Applicable
1. Job Opportunities for Students Majoring in this Field are	[]	[]	[]	[]	[]	[]
2. Possibilities for Graduates to Advance in this Field are	[]	[]	[]	[]	[]	[]

Comments:

[Scale for computation of mean score: 4=Excellent, 3=Good, 2=Fair, 1=Poor. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

IV. Please evaluate the contribution of the program to the Richmond Metropolitan Area.

3	2	1	4
Significant	Moderate	Minimal	No Opinion
[]	[]	[]	[]

[Scale for computation of mean score: 3=Significant, 2=Moderate, 1=Minimal. "No Opinion" not included in calculation of mean score.]

V. What improvements or changes do you feel should be made in the program?

THANK YOU

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

CURRENT STUDENT SURVEY

INSTRUCTIONS: PLEASE CHECK THE APPROPRIATE BOX.

I. What was your major reason for enrolling in this program? (check one)

1[] To enter the work force

2[] To change careers

3[] To upgrade current position

4[] To transfer to a four-year institution

5[] Personal satisfaction

6[] Other, please explain _____

II. Do you intend to complete this program and obtain a degree, certificate, or diploma?

1[] Yes

2[] No

III. Please rate the following aspects of this program.

	3 More than Adequate	2 Adequate	1 Less Than Adequate	4 No Basis for Opinion
1. Quality of instruction	[]	[]	[]	[]
2. Grading/testing	[]	[]	[]	[]
3. Instructor interest	[]	[]	[]	[]
4. Content of courses	[]	[]	[]	[]
5. Instructional media	[]	[]	[]	[]
6. Class size	[]	[]	[]	[]
7. Facilities	[]	[]	[]	[]
8. Advising	[]	[]	[]	[]

[Scale for computing mean scores: 3 = More than adequate, 2 = Adequate, 1 = Less than adequate. "No Basis for Opinion" not included in calculation of mean score.]

IV. Would you like to take most of your courses during the day or evening?

1[] Day

2[] Evening

V. How well do you think this program will adequately prepare you for a job in this field of study?

3[] More than adequate 2[] Adequate 1[] Less than adequate

4[] I don't know

VI. What improvements or changes do you feel should be made in this program?

VII. Feel free to make any additional comments about this program in the space below.

THANK YOU!

Office of Curriculum & Educational Planning
(Revised 9/30/85)

D-20

J. SARGEANT REYNOLDS COMMUNITY COLLEGE
CURRENT STUDENT SURVEY

INSTRUCTIONS: PLEASE CHECK THE APPROPRIATE BOX.

I. What was your major reason for enrolling in this program? (check one)

- 1[] To enter the work force
- 2[] To change careers
- 3[] To upgrade current position
- 4[] To transfer to a four-year institution
- 5[] Personal satisfaction
- 6[] Other, please explain _____

II. Are you a full-time or part-time student?

- 1[] Full-time (12 or more credits)
- 2[] Part-time (1-11 credits)

III. Where do you take the majority of your classes?

- 1[] Parham Road Campus
- 2[] Downtown Campus

IV. Would you like to take most of your courses in the day or evening?

- 1[] Day
- 2[] Evening

V. Do you intend to complete this program and obtain an AS or AA degree from J. Sargeant Reynolds Community College?

- 1[] Yes
- 2[] No
- 3[] Undecided

TRANSFER

VI. Please rate the following aspects of this program.

	5	4	3	2	1	6
	Excellent	Above Average	Average	Below Average	Poor	No Basis for Opinion
1. Quality of instruction	11	11	11	11	11	11
2. Grading Standards	11	11	11	11	11	11
3. Instructor enthusiasm for the subject	11	11	11	11	11	11
4. Content of courses	11	11	11	11	11	11
5. Instructional media (audio-visual tapes, records, slides, computer assisted instruction, etc.)	11	11	11	11	11	11
6. Class size	11	11	11	11	11	11
7. Availability of instructor for assistance	11	11	11	11	11	11
8. Facilities (classrooms, labs, etc.)	11	11	11	11	11	11
9. Quality of faculty advising	11	11	11	11	11	11
10. Printed information about program (Catalog, brochures, etc.)	11	11	11	11	11	11
11. Student services (tutoring, learning assistance, etc.)	11	11	11	11	11	11

VII. How well did you understand the following aspects of your curriculum?

	3	2	1	6
	Very Well	Adequately	Not Very Well	No Opinion
1. Prerequisites	11	11	11	11
2. Requirements for graduation from JSRCC	11	11	11	11
3. Options for majors at four-year (transfer) schools	11	11	11	11
4. Job opportunities in the field	11	11	11	11

VIII. Are you planning to transfer to a four-year school when you leave JSRCC?

- 1[] Yes
2[] No
3[] Undecided

TRANSFER

IX. How well do you think this curriculum is preparing you for transfer to a four-year institution? Rate your preparation at JSRCC in the following areas:

	5	4	3	2	1	6
	Excellent	Above Average	Average	Below Average	Poor	No Opinion
1. Subject knowledge	11	11	11	11	11	11
2. Learning skills	11	11	11	11	11	11
3. Ability to get along with people	11	11	11	11	11	11
4. Knowledge of career opportunities	11	11	11	11	11	11
5. Communication skills	11	11	11	11	11	11
6. Values and ethics	11	11	11	11	11	11
7. Mathematical Skills	11	11	11	11	11	11

X. What improvements or changes do you feel should be made in this program?

XI. If you are planning to transfer to a four-year institution, have you selected the school?

1[] Yes Name of School _____
 2[] No

XII. If you are planning to transfer to a four-institution, do you know the requirements for admission to that school?

1[] Yes
 2[] No
 3[] Not applicable

XIII. Feel free to make any additional comments about this program in the space below.

THANK YOU!

Office of Curriculum & Educational Planning
 (August 1988)
 (Revised 12/88)

O/T
DISCIPLINE: _____

CHECK ONE: _____ Full-time
 _____ Part-time

PROGRAM EVALUATION
 FACULTY SURVEY

INSTRUCTIONS: CHECK THE APPROPRIATE BOX.

- I. Please evaluate your program's curriculum as it pertains to types of courses, course content, and program effectiveness.

	4	3	2	1	5	6
	Excellent	Good	Fair	Poor	No Basis for Opinion	Not Applicable
1. Required Program Courses (See Core Courses designated by an asterisk on program design sheet)	☐	☐	☐	☐	☐	☐
2. General Education Courses (History, English, etc.)	☐	☐	☐	☐	☐	☐
3. Breadth of Program's Coverage of the Field of Study)	☐	☐	☐	☐	☐	☐
4. Depth of Program's Coverage of the Field of Study)	☐	☐	☐	☐	☐	☐
5. Program's Reflection of Key Issues and Recent Developments in the Field of Study)	☐	☐	☐	☐	☐	☐
6. Integration of the Program's Components	☐	☐	☐	☐	☐	☐
7. Effectiveness of Instruction	☐	☐	☐	☐	☐	☐
8. Advising Procedures	☐	☐	☐	☐	☐	☐
9. Student Progress through the Curriculum	☐	☐	☐	☐	☐	☐
10. Student Adherence to Established Sequence of Courses	☐	☐	☐	☐	☐	☐
11. Job Placement	☐	☐	☐	☐	☐	☐
12. Availability of Internships	☐	☐	☐	☐	☐	☐
13. Overall Preparation for Employment	☐	☐	☐	☐	☐	☐

[Scale for computing mean score: 4=Excellent, 3=Good, 2=Fair, 1=Poor. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

II. Please evaluate these other aspects of the program and college support.

	3 More than Adequate	2 Adequate	1 Less than Adequate	5 No Basis for Opinion	6 Not Applicable
1. Number of Required Courses	[]	[]	[]	[]	[]
2. Number of Electives	[]	[]	[]	[]	[]
3. College Facilities	[]	[]	[]	[]	[]
4. College Equipment	[]	[]	[]	[]	[]
5. Learning Resources Center (facilities, services)	[]	[]	[]	[]	[]

Comments: _____

[Scale for computation of mean score: 3=More than Adequate, 2=Adequate, 1=Less than Adequate. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

III. Please evaluate the employability of program graduates.

	4 Excellent	3 Good	2 Fair	1 Poor	5 No Basis for Opinion	6 Not Applicable
1. Job Opportunities for Students Majoring in this Field	[]	[]	[]	[]	[]	[]
2. Possibilities for Graduates to Advance in this Field	[]	[]	[]	[]	[]	[]

Comments: _____

[Scale for computation of mean score: 4=Excellent, 3=Good, 2=Fair, 1=Poor. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

IV. Please evaluate the contribution of the program to the Richmond Metropolitan Area.

3 Significant	2 Moderate	1 Minimal	4 No Opinion
[]	[]	[]	[]

[Scale for computation of mean score: 3=Significant, 2=Moderate, 1=Minimal. "No Opinion" not included in calculation of mean score.]

V. What improvements or changes do you feel should be made in your program?

TRANSFER
DISCIPLINE: _____

CHECK ONE: _____ Full-time
 _____ Part-time

PROGRAM EVALUATION
 FACULTY SURVEY

INSTRUCTIONS: CHECK THE APPROPRIATE BOX.

I. Please evaluate your program's curriculum as it pertains to types of courses, course content, and program effectiveness.

	5	4	3	2	1	6	7
	Excellent	Above Average	Average	Below Average	Poor	No Basis for Opinion	Not Applicable
1. Required Program Courses (See Core Courses designated by an asterisk on program design sheet)	☐	☐	☐	☐	☐	☐	☐
2. General Education Courses (History, English, etc.)	☐	☐	☐	☐	☐	☐	☐
3. Breadth of Program's Coverage of the Field of Study (or Disciplines of Study)	☐	☐	☐	☐	☐	☐	☐
4. Depth of Program's Coverage of the Field of Study (or Disciplines of Study)	☐	☐	☐	☐	☐	☐	☐
5. Program's Reflection of Key Issues and Recent Developments in the Field of Study (or Disciplines of Study)	☐	☐	☐	☐	☐	☐	☐
6. Integration of the Program's Components	☐	☐	☐	☐	☐	☐	☐
7. Effectiveness of Instruction	☐	☐	☐	☐	☐	☐	☐
8. Advising Procedures	☐	☐	☐	☐	☐	☐	☐
9. Effectiveness of the Course Sequencing in the Curriculum	☐	☐	☐	☐	☐	☐	☐

TRANSFER

5	4	3	2	1	6	7
	Above		Below		No Basis for	Not
Excellent	Average	Average	Average	Poor	Opinion	Applicable

10. Student Adherence to
Established Sequence of
Courses

[] [] [] [] [] [] []

[Scale for computing mean score: 5=Excellent, 4=Above Average, 3=Average, 2=Below Average, 1=Poor. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

II. Please evaluate these other aspects of the program and college support.

3	2	1	6	7
More than		Less than	No Basis	Not
Adequate	Adequate	Adequate	for Opinion	Applicable

1. Counseling for Program
Selection

[] [] [] [] []

2. Transfer Counseling

[] [] [] [] []

3. Student Services (tutoring,
learning assistance)

[] [] [] [] []

4. College Facilities

[] [] [] [] []

5. College Equipment

[] [] [] [] []

6. Learning Resources Center
(facilities, services)

[] [] [] [] []

Comments:

[Scale for computation of mean score: 3=More than Adequate, 2=Adequate, 1=Less than Adequate. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

III. Please evaluate the preparation of graduates of your program on the following characteristics.

5	4	3	2	1	6	7
	Above		Below		No Basis	Not
Excellent	Average	Average	Average	Poor	for Opinion	Applicable

1. Discipline-related
knowledge

[] [] [] [] [] [] []

2. Learning skills

[] [] [] [] [] [] []

3. Ability to get along
with people

[] [] [] [] [] [] []

4. Knowledge of career
opportunities

[] [] [] [] [] [] []

TRANSFER

	5	4	3	2	1	6	7
	Excellent	Above Average	Average	Below Average	Poor	No Basis for Opinion	Not Applicable
5. Communication skills	[]	[]	[]	[]	[]	[]	[]
6. Critical thinking skills	[]	[]	[]	[]	[]	[]	[]
7. Values and ethics	[]	[]	[]	[]	[]	[]	[]
8. Mathematical skills	[]	[]	[]	[]	[]	[]	[]
9. Preparation for further education	[]	[]	[]	[]	[]	[]	[]

Comments: _____

[Scale for computation of mean score: 5=Excellent, 4=Above Average, 3=Average, 2=Below Average, 1=Poor. "No Basis for Opinion" and "Not Applicable" not included in computation of mean score.]

IV. Please evaluate the contribution of the program in meeting educational needs in the Richmond Metropolitan Area.

3	2	1	4
Significant	Moderate	Minimal	No Opinion
[]	[]	[]	[]

[Scale for computation of mean score: 3=Significant, 2=Moderate, 1=Minimal. "No Opinion" not included in calculation of mean score.]

V. What improvements or changes do you feel should be made in your program?

(7/88)
(Revised 12/88)

Minimum Requirements for Associate Degrees

Associate in Arts (AA)
 Associate in Science (AS)
 Associate in Arts and Sciences (AA&S)
 Associate in Applied Science (AAS)

	Number of Credits (Semester Hours)			
	AA ^a	AS ^a	AA&S ^a	AAS
<u>Humanities</u>				
English Composition	6	6	6	0-6
Communication Skills	0	0	0	0-6
Literature (English, American, or World)	3-6	0-3	0-6	-
Speech or English	0-3	0-3	0-6	0-3
Art, Drama, Music, Humanities and/or Philosophy	0-3 ^b	0-3 ^b	0-3 ^b	-
Foreign Language	8-16 ^b	0-16 ^b	0-16 ^b	-
<u>Social Sciences</u>				
History (American or Western Civilization)	6	3-6	3-6	0-6
Economics	0-6	0-6	0-6	0-6
Political Science	0-6 ^c	0-6 ^c	0-6 ^c	0-6
Psychology	0-6	0-6	0-6	0-6
Sociology	0-6	0-6	0-6	0-6
Other Social Sciences	-	-	-	0-6
<u>Natural Sciences and Mathematics</u>				
Natural Sciences (Laboratory) (Biology, Chemistry, Geology, Physics)	8-12	8-16 ^e	8	0-4
Mathematics	6	6 ^f	6 ^f	0-3
Other Mathematics and Natural Sciences	-	-	0-24	0-3
<u>Health, Physical Education or Recreation</u>	2-4	2-4	2-4	2-4
<u>Orientation</u>	1	1	1	1
<u>Major Field & Elective Requirements</u>	2-16 ^a	1-30	0-30 ^a	47 ^d
Minimum Total Number of Credits for Degree	65	65	65	65

^a Students are urged to acquaint themselves with the requirements of the major department in the college or university to which transfer is contemplated and further to consult with the faculty advisory or Counseling Department in planning their program and selecting electives.

^b Students who have successfully completed two years of a foreign language in high school may petition for advanced placement to the sophomore course of this foreign language.

^c In addition to the history requirements, the student shall complete a total of six semester-hours credit in the social sciences which may include economics, political science, sociology and/or psychology.

^d Provision must be made for electives chosen from disciplines outside the student's area of specialization. Provision must be made for a minimum of thirty semester credit hours in the major field.

^e This requirement may be waived for the General Studies major.

^f Minimum of 3 semester hours of mathematics required for a General Studies major.

VCCS Guidelines for Diploma and Certificate Programs

In addition to associate degree programs, community colleges in Virginia shall offer diploma, certificate and career studies certificate programs. The diploma and certificate curricula shall differ from associate degree curricula in that they may be presented at a different educational level and shall be developed in response to local needs identified by local advisory committees. Each community college may develop its own certificate and diploma curricula as planned programs developed with the assistance of a local advisory committee for specific occupations. However, these curricula must be approved by the System Offices and the State Board for Community Colleges prior to implementation.

Diploma and certificate curricula shall contain instruction in general education as required to satisfy the policy of the State Board for Community Colleges. It is the intent of the State Board that this policy should provide for maximum institutional flexibility. However, the career studies certificate programs shall be exempt from the general education requirements.

The following shall apply to the general education requirements:

A minimum of fifteen percent (15%) of a curriculum's credit-hour requirement (instructional effort) shall include instruction in general education. This general education requirement may be met through instruction in English, psychology, political science, and economics. Options for fulfilling this requirement include:

- (a) courses in English, psychology, political science, and economics;
- (b) integrated course(s) in social science which cover the above-mentioned disciplines;
- (c) subject matter coverage of the above-mentioned disciplines in related courses;
- (d) combinations of (a) through (c) above.

Exceptions to the general education requirements will be considered by the System Offices and the State Board for Community Colleges if a college can demonstrate justification for a deviation.

A diploma program is defined as a two-year curriculum with a major in an occupational area. Diploma curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299.

A certificate program is defined as a curriculum that consists of a minimum of 30 semester credit hours with a major in an occupational area. Certificate curricula shall consist of the necessary courses required to meet the curricular and institutional objectives and may include any appropriate courses numbered 10-299.

A career studies certificate program is defined as a program of study of less than one year in length in an occupational area (not less than 9 nor more than 29 semester hours) which may include courses numbered 10-299. Graduation honors and participation in graduation exercises for students completing career studies programs are left to the discretion of the college.

NOTE: JSRCC requirements for Career Studies options are a minimum of 10 semester credits and a maximum of 24 credits; at least fifteen percent (and no less than three credits) of the curriculum credits will be in general education.

SACS CHECK SHEET

Associate Degree Programs Only

Does Not Apply to Certificates/Diplomas/Career Studies

Program Name:

(Condition of Eligibility #9)

_____ Minimum of 15 semester hours of liberal arts or general education courses.

_____ Above credit hours are drawn from each of the following areas:
(1) humanities or fine arts; (2) social or behavioral sciences;
and (3) natural sciences or mathematics.

_____ Above courses are not narrowly focused on those skills, techniques, and procedures peculiar to a particular occupation or profession.

(Criteria 4.1.3)

_____ One component of the core of general education courses must be courses designed to develop skills in oral and written communication and in computational skills.

_____ Basic computer instruction should be included.

_____ Provision must be made for electives (at least one, 3 credits) chosen from disciplines outside the student's area of specialization.

OCCUPATIONAL/TECHNICAL PROGRAM EVALUATION

Review by Curriculum Committee

Subgroup Evaluation Review Report

Evaluation Criteria Points

Part I -- Quantitative Measures	(0-35)	_____
Part II -- Potential Student Interest and Job Availability	(0-30)	_____
Part III -- Qualitative Measures	(0-35)	_____
	TOTAL	_____

RECOMMENDATION (Check one):

1. Program to continue without modifications. []
2. Program to continue with modifications. []
3. Program to be discontinued. []

SUMMARY COMMENTS

Program Evaluated _____

Name of Team Leader (Print)

Signature

Date

OCCUPATIONAL/TECHNICAL PROGRAM EVALUATION

Review by Curriculum Committee

Individual Subgroup Member Review Report

Evaluation Criteria Points

Part I -- Quantitative Measures (0-35) _____
Part II -- Potential Student Interest and Job Availability (0-30) _____
Part III -- Qualitative Measures (0-35) _____
TOTAL _____

RECOMMENDATION (Check one):

1. Program to continue without modifications. []
2. Program to continue with modifications. []
3. Program to be discontinued. []

SUMMARY COMMENTS

Program Evaluated _____

Name of Evaluator (Print)

Signature

Date

Revised 9/89

REVIEW CRITERIA

PART I - Quantitative Measures (Maximum points: 35)

1. Sufficient Number of Students Enrolled in the Program:

Below Standard	Standard	Above Standard
0-5	6	7-9

Standard for AAS programs: Average of 17.5 fall FTE majors for past five years.

Standard for Diploma/Certificate programs: Average of 10 fall FTE majors for past five years.

Trends over the past several years may be considered in your rating.

Comments:

2. Sufficient Number of Program Graduates:

Below Standard	Standard	Above Standard
0-5	6	7-9

Standard for AAS, Diploma and Certificate programs: Average of 7 graduates for past five years.

Trends over the past several years may be considered in your rating.

Comments:

3. Appropriate Program Costs and Productivity:

Below Standard	Standard	Above Standard
0-5	6	7-9

The program costs and level of productivity (efficiency) should be rated as to the appropriateness for the type of program under consideration.

Comments:

4. Adequacy of Student Retention for Program Majors:

Below Standard	Standard	Above Standard
0-2	3	4-5

Program retention should be compared with college-wide retention data and retention rates for similar programs

Comments:

5. Appropriateness of Distribution of Students in the Program by Race, Sex and Age:

Below Standard	Standard	Above Standard
0-1	2	3

Assessment should be made on the basis of enrollments in the program by the demographics of race, sex and age.

Comments:

TOTAL POINTS
PART I

**Part II - Potential Student Interest in the Program and Job Potential
for Program Graduates (Maximum Points: 30)**

1. Potential Student Interest and Campus Location:

Below Standard	Standard	Above Standard
0-9	10	11-14

Assessment of potential student interest and appropriateness of campus location should be made on the basis of projected interest in the program as shown by the high school student survey of interest, the survey of the community-at-large, and recent enrollment patterns. Rationale provided for location of program should be considered. Criteria for campus location of programs are listed in Appendix I. Other issues that should be considered are: (1) Does the program require special accreditation which may impact on enrollment or locations? (2) Does the program utilize off-campus facilities which are more accessible from one campus location? (3) Is the program closely related to other offerings on a particular campus where courses, facilities, or equipment are shared? Any studies or research conducted by the program on these topics can also serve as an additional basis for assessment.

Comments:

2. Adequate Employer Demand for Graduates of the Program:

Below Standard	Standard	Above Standard
0-6	7	8-10

Both the available jobs and the competition for these jobs should be considered in the rating. State agency reported data and the results from the Advisory Committee, Faculty, Employer, and Graduate Follow-Up surveys can be sources of information for a response to this item. Competition for available jobs may relate to the number of currently trained people or to the number of graduates from similar programs offered in the area. Information from surveys will provide information concerning where former students are employed and the degree to which their training relates to their job.

Comments:

3. Appropriateness of Salary and Promotional Opportunities for Graduates:

Below Standard	Standard	Above Standard
0-3	4	5-6

Is the program of sufficient benefit to the graduate to increase their anticipated future earnings and promotion opportunities above that which could be expected by the student if he had not completed the program at JSRCC? State agency reported data on salaries and survey results will assist in responding to this question. (See also Employer, Faculty, Advisory Committee and Graduate Follow-Up survey results).

Comments:

Part III - Qualitative Measures (Maximum Points: 35)

1. Level of Quality of the Instruction:

Below Standard	Standard	Above Standard
0-4	5	6-7

A major part of the assessment should be made on the basis of data collected from the following surveys, each of which contain direct or indirect responses relative to instruction:

Current Student
Employer
Faculty
Graduate Follow-Up
Non-Returning Student

Other considerations in rating this item are faculty qualifications and the ratio of full-time to part-time faculty in the program.

Comments:

2. Appropriate Level of Faculty Development Activities:

Below Standard	Standard	Above Standard
0-1	2	3

Extent and quality of faculty development activities should be rated as to the appropriateness for the program under consideration.

Comments:

3. The Degree of Utilization of Curriculum Advisory Committee:

Below Standard	Standard	Above Standard
0-1	2	3

Ratings should be based on the extent to which the Curriculum Advisory Committee is utilized and the appropriateness or effectiveness of this use.

Comments:

4. The Adequacy of Facilities and Equipment:

Below Standard	Standard	Above Standard
0-2	3	4-5

The adequacy of facilities may be rated on the basis of the preparer's own assessment and upon the results of the survey responses. Specific questions concerning facilities appear in the following surveys.

Advisory Committee
Current Student
Faculty
Graduate Follow-Up

Consideration in the rating should be given to proposed actions to upgrade facilities or equipment where deficiencies have been identified and to the degree of feasibility of these actions.

Comments:

5. Level of Attainment of Student Outcomes/Program Objectives:

Below Standard	Standard	Above Standard
0-2	3	4-5

Assessment should be made on the basis of survey data and any other outcomes measures appropriate to defined outcome objectives.

Comments:

6. Appropriateness of the Curriculum to Articulation with High School Voc/Tech Programs and to Preparation for Immediate Job Entry and/or Transfer:

Below Standard	Standard	Above Standard
0-3	4	5-6

Assessment should be made on the basis of responses to the Advisory Committee, Graduate Follow-Up, Non-Returning Student, Faculty, and Employer surveys. Accreditation of the program by a professional organization should be considered as a positive factor in the rating. The presence of specific articulation agreements concerning the JSRCC program and a secondary school program should receive positive consideration in determining the rating. Any discussion of curriculum updates to keep the program current with respect to changes in job skill demands should also be given critical consideration. Where a program serves a dual purpose of preparation for job entry and college transfer, the appropriateness of the curriculum for articulation with senior institutions should be considered.

Comments:

7. The Agreement of the Curriculum with Prescribed VCCS, JSRCC, and SACS Requirements:

Below Standard	Standard	Above Standard
0-1	2	3

This rating is based on the review of the curriculum to establish whether or not it meets VCCS, JSRCC, and SACS requirements. Rather than a "yes" or "no" rating scale, the continuum is provided to leave the reviewer latitude in assessing the degree to which it meets the standards.

Comments:

8. The Level of Relationship of the Program to the Mission and Goals of the Institution:

Below Standard	Standard	Above Standard
0-1	2	3

Determination should be made as to the degree which the program is consistent with and supports the institutional mission and goals, not in light of previously rated assessment factors, but simply whether such a program is appropriate to offer at JSRCC.

Comments:

TOTAL POINTS
PART III

TRANSFER PROGRAM EVALUATION

Review by Curriculum Committee

Subgroup Evaluation Review Report

Evaluation Criteria Points

Part I -- Quantitative Measures	(0-35) _____
Part II -- Potential Student Interest and Career Potential for Baccalaureates	(0-20) _____
Part III -- Qualitative Measures	(0-45) _____
	TOTAL _____

RECOMMENDATION (Check one):

1. Program to continue without modifications. []
2. Program to continue with modifications. []
3. Program to be discontinued. []

SUMMARY COMMENTS

Program Evaluated _____

Name of Team Leader (Print)

Signature

Date

TRANSFER PROGRAM EVALUATION
Review by Curriculum Committee
Individual Subgroup Member Review Report

Evaluation Criteria Points

Part I -- Quantitative Measures (0-35) _____
Part II -- Potential Student Interest and Career Potential (0-20) _____
 for Baccalaureates
Part III -- Qualitative Measures (0-45) _____
TOTAL _____

RECOMMENDATION (Check one):

1. Program to continue without modifications. []
2. Program to continue with modifications. []
3. Program to be discontinued. []

SUMMARY COMMENTS

Program Evaluated _____

Name of Evaluator (Print) _____

Signature _____

Date _____

REVIEW CRITERIA

PART I - Quantitative Measures (Maximum points: 35)

1. Sufficient Number of Students Enrolled in the Program:

Below Standard	Standard	Above Standard
0-5	6	7-9

Standard for AA and AS programs: Average of 25 fall term FTE Majors for past five years.

Trends over the past several years may be considered in your rating.

Comments:

2. Sufficient Number of Program Graduates:

Below Standard	Standard	Above Standard
0-5	6	7-9

Standard for AA and AS programs: Average of 10 graduates for past five years.

Trends over the past several years may be considered in your rating.

Comments:

3. Appropriate Program Costs and Productivity:

Below Standard	Standard	Above Standard
0-5	6	7-9

The program costs and level of productivity (efficiency) should be rated as to the appropriateness for the type of program under consideration. The service function of the program to non-majors may be considered.

Comments:

4. Adequacy of Student Retention for Program Majors:

Below Standard	Standard	Above Standard
0-2	3	4-5

Program retention should be compared with college-wide retention data and retention rates for similar programs.

Comments:

5. Appropriateness of Distribution of Students in the Program by Race, Sex and Age:

Below Standard	Standard	Above Standard
0-1	2	3

Assessment should be made on the basis of enrollments in the program by the demographics of race, sex and age, using guidelines established by the Curriculum Committee within each five-year evaluation cycle.

Comments:

TOTAL POINTS
PART I

**Part II - Potential Student Interest in the Program and Career Potential
for Baccalaureates (Maximum Points: 20)**

1. Sufficient Potential Student Interest:

Below Standard	Standard	Above Standard
0-9	10	11-14

Assessment should be made on the basis of projected interest in the program as shown by the high school student survey of interest, the survey of the community-at-large, and recent enrollment patterns. Any studies or research conducted by the program on this topic can also serve as an additional basis for assessment.

Comments:

2. Adequate Career Potential for Baccalaureates:

Below Standard	Standard	Above Standard
0-3	4	5-6

Both the available jobs and the competition for these jobs should be considered in the rating. State agency reported data and the results from the Faculty and Graduate Follow-Up surveys can be sources of information for a response to this item. Competition for available jobs may relate to the number of currently trained people or to the number of graduates from baccalaureate degree programs. Information from surveys may provide information concerning where former students are employed and the extent to which their degree relates to their job.

Comments:

TOTAL POINTS
PART II

Part III - Qualitative Measures (Maximum Points: 45)

1. Level of Quality of the Instruction:

Below Standard	Standard	Above Standard
0-5	6	7-9

A major part of the assessment should be made on the basis of data collected from the following surveys, each of which contain direct or indirect responses relative to instruction:

Current Student
Faculty
Graduate Follow-Up
Non-Returning Student
Transfer

Other considerations in rating this item are faculty qualifications and the ratio of full-time to part-time faculty in the program.

Comments:

2. Appropriate Level of Faculty Development Activities:

Below Standard	Standard	Above Standard
0-2	3	4

Extent and quality of faculty development activities should be rated as to the appropriateness for the program under consideration.

Comments:

3. The Degree of Utilization of Curriculum Advisory Committee/External Review:

Below Standard	Standard	Above Standard
0-2	3	4

Ratings should be based on the extent to which the Curriculum Advisory Committee/External Review is utilized and the appropriateness or effectiveness of this use.

Comments:

4. The Adequacy of Facilities and Equipment:

Below Standard	Standard	Above Standard
0-2	3	4

The adequacy of facilities and equipment may be rated on the basis of the preparer's own assessment and upon the results of the survey responses. Specific questions concerning facilities appear in the following surveys:

Current Student
External Review
Faculty
Graduate Follow-Up

Consideration in the rating should be given to proposed actions to upgrade facilities or equipment where deficiencies have been identified and to the degree of feasibility of these actions.

Comments:

5. Appropriateness of the Curriculum to Requirements of Transfer Institutions:

Below Standard	Standard	Above Standard
0-4	5	6-7

Assessment should be made on the basis of responses to the Advisory Committee, Graduate Follow-Up, Non-Returning **Student**, and Faculty surveys and analysis of Transfer Follow-Up information. Acceptance of credits by transfer institutions should be considered in the rating. Any discussion of curriculum updates to keep the program current with respect to changes in requirements of transfer institutions and in job market trends should be given critical consideration. Particular attention should be given to the program's efforts in securing articulation agreements with senior institutions.

Comments:

6. Level of Attainment of Student Outcomes/Program Objectives:

Below Standard	Standard	Above Standard
0-3	4	5-7

Assessment should be made on the basis of survey data and any other outcomes measures appropriate to defined outcome objectives.

Comments:

7. Persistence and Level of Success of Program Majors at Four-Year Transfer Institutions:

Below Standard	Standard	Above Standard
0-2	3	4

Persistence and level of success should be compared with those of "native" students and transfer students from other institutions. (Criteria for evaluation will be developed as information becomes available.)

Comments:

8. The Agreement of the Curriculum with Prescribed VCCS, JSRCC, and SACS Requirements:

Below Standard	Standard	Above Standard
0-1	2	3

This rating is based on the review of the curriculum to establish whether or not it meets VCCS, JSRCC, and SACS requirements. Rather than a "yes" or "no" rating scale, the continuum is provided to leave the reviewer latitude in assessing the degree to which it meets the standards.

Comments:

9. The Level of Relationship of the Program to the Mission and Goals of the Institution:

Below Standard	Standard	Above Standard
0-1	2	3

Determination should be made as to the degree which the program is consistent with and supports the institutional mission and goals, not in light of previously rated assessment factors, but simply whether such a program is appropriate to offer at JSRCC.

Comments:

TOTAL POINTS
PART III

[Program Name]
REVIEW AND APPROVAL FORM

Reviewed by: s/ _____ / _____
Program Head Date

¹s/ _____ / _____
Program Head Date

Reviewed by: s/ _____ / _____
Chair, Curriculum Advisory Committee Date

Approved by: s/ _____ / _____
Campus Provost Date

¹s/ _____ / _____
Campus Provost Date

Submitted to Curriculum Committee by: s/ _____ / _____
Division Chair Date

¹s/ _____ / _____
Division Chair Date

ALL OF THE SIGNATURES REQUESTED ABOVE MUST BE OBTAINED PRIOR TO SUBMISSION TO THE CURRICULUM COMMITTEE.
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Approved by: s/ _____ / _____
Chairman, Curriculum Committee for the Curriculum Committee Date

¹ In the event this program is offered on more than one campus, comparable signatures must appear from all campuses.

History of the Development of the JSRCC Evaluation Model

Work on JSRCC's model for program evaluation commenced early in 1979 when the President requested that the Office of Educational Planning and Research (now Curriculum and Educational Planning) undertake the development of a model for program evaluation of occupational/technical (O/T) programs. The model was to include procedures to evaluate the College's O/T programs in terms of job availability, competency of students, stature of the program as assessed by the community, and fulfillment of student needs. A faculty member on grant-funded release time to the Research Office was assigned to this program evaluation project. In March 1979, the push to develop a model for program evaluation received further impetus with the arrival of a VCCS memorandum outlining "proposed guidelines for conducting program evaluations (of at least 20 percent of a college's approved programs annually) in accordance with a directive from the State Board for Community Colleges." Further development of the JSRCC model took into account the Board's suggested guidelines, incorporating most of those not already covered in the existing model. The State Board's Curriculum and Programs Committee subsequently rescinded its requirement for formal reporting on evaluations from the individual colleges, but instead decided to limit evaluation to the regular monitoring of program enrollment and number of graduates. In effect the State Board at that time left any decisions regarding internal evaluations of programs up to the individual colleges.

The State Council of Higher Education for Virginia continues to monitor degree programs according to its Policies and Procedures for Quantitative Evaluation of Degree Programs (latest update August 13, 1987). Accordingly the Council evaluates existing degree programs on the basis of four criteria: (1) degree productivity, (2) majors enrolled in the program, (3) service function of the program (services provided by the courses of a degree program to non-majors), and (4) the mission of the institution. Essentially these criteria are used to arrive at the determination of program continuance or discontinuance. No qualitative evaluation is undertaken by the Council. The Council's August 13, 1987 Policies and Procedures . . . document states:

The Council undertakes the quantitative evaluation of degree programs with full awareness that qualitative evaluation of these programs is at least as important. The Council believes, however, that the institutions of higher education themselves bear primary responsibility for the continuous evaluation of the quality of their curricula.

At JSRCC, the development of a model for quantitative and qualitative program evaluation has never been simply a response to a mandate from above but rather has been a response to a felt need within the College to monitor itself as any professional body should do, despite the State Board's decision to not require a formal reporting system and the Council's concentration on quantitative review. Almost simultaneous with the decision of the President to implement an evaluation was the recommendation made by the SACS Visiting Committee which stated:

The Visiting Committee recommends that a detailed process and procedure of curriculum development and review be adopted which also clarifies the role and responsibilities of all participants in this activity. (SACS Visiting Committee Report, Standard 5, June 1979)

Earlier, in the Institutional Self-Study, the role of the Curriculum Committee was emphasized:

The President and the new Curriculum Committee should continue their efforts to improve the process of curriculum establishment, review, and change within the College. (Suggestion, p. 3-29)

This statement came as a result of a survey conducted by the Self-Study Committee which led the Self-Study staff to conclude that "one of the College's most pressing needs is to devise better methods of program evaluation, a vital element in solving problems and developing strengths." (Institutional Self-Study, p. 3-29)

The program evaluation model developed at J. Sargeant Reynolds looked to

three broad sources for its data: computer-generated reports on program demographics; job market data maintained by external agencies, primarily the Virginia Employment Commission, the Virginia and Richmond Chambers of Commerce, and the United States Department of Labor; and a series of questionnaires designed to obtain as many perspectives as possible on multiple aspects of the program under review. The use of survey instruments was deemed the most appropriate approach to program evaluation at JSRCC where the process would in large measure be handled by the academic division and where many of the persons involved would not have developed an expertise in the use of complicated statistical methods involved in other approaches identified in the literature. In addition, the College needed a model general enough to be of use in evaluating any in the large and diverse group of programs comprising the overall occupational/technical curriculums at JSRCC.

The development of a series of survey instruments was then the largest single task to be accomplished once the overall design of the model was decided. An instrument for the follow-up of the College's graduates had already been developed a year earlier and had been field-tested, in February 1978, using June 1976 graduates as the subject under study. With the addition of a question asking the graduates for permission to contact their employers, this instrument became a part of the evaluation package. Throughout the Spring and Summer quarters of 1979, employer questionnaire drafts were developed and reviewed several times by the Curriculum Committee. The final employer instrument was field-tested in the Fall of 1979, using employers of 1977 and 1978 Opticianry graduates.

At the beginning of 1980, the faculty member working with the Research Office on program evaluation left that position and another faculty member was given release time to continue the work. Winter, Spring, and Summer quarters were spent developing the remaining instruments--those for non-returning students, full-time and adjunct faculty, and advisory committee members--and piloting the entire evaluation process. Concurrent with working on the pilot study, the faculty member working with the Planning and Research Office also chaired the College's Curriculum Committee and was in close touch with faculty members on that Committee for their contributions to, and criticisms of, the evaluation process. In the Fall, another faculty member took over the release

time, synthesized the material on the pilot study, and wrote a draft evaluation report as well as a draft report on the entire evaluation model.

Subsequent to this initial effort, an additional survey instrument has been added to the questionnaire component of the model and a considerable amount of refinements have taken place. The survey instrument added to the model was one designed for high school students to ascertain their post-secondary curricular interests.

Before 1985, the fine tuning of the evaluation process was largely procedural. The only deviations from the model were a philosophic change related to the responsibility for the preparation of the evaluation report and the development of a more definitive description of the role of the Curriculum Committee. In the first instance, the Program Head was replaced by the Division Chair as the person responsible for the development of the evaluation report. In the case of the Curriculum Committee's role in the review process, the members now have a formal assessment process to follow in reaching their recommendation for continuance or discontinuance of the program being evaluated.

In 1985 the Virginia General Assembly directed the Council of Higher Education "to investigate means by which student achievement may be measured to assure the citizens of Virginia the continuing high quality of higher education in the Commonwealth." In November 1986, the State Council developed guidelines for designing assessment plans and reporting results of institutional efforts to measure student achievement. The state mandate reflected a nationwide climate of increased attention to overall quality of education and improvement of institutional effectiveness. The Southern Association of Colleges and Schools criteria for accreditation include newly established guidelines requiring colleges to define desired outcomes, evaluate their success in achieving these goals, and use the results for program planning and development.

In responding to the assessment mandate, JSRCC recognized that it was not necessary to develop a whole new process. Expanding the existing program evaluation model to include transfer programs, the College developed a more comprehensive student assessment plan that includes assessment of student outcomes in general education and basic skills as well as outcomes in the

majors.

As a part of this expanded effort, a faculty member was given release time in 1987-88 to develop a model for the quantitative and qualitative evaluation of a transfer program. A major part of the development process was a careful review of the survey instruments used in the occupational/technical program evaluation. A number of changes were made to existing questionnaires to reflect the need for more specific information on the level of preparation students receive for transfer to senior institutions. More specific criteria for evaluating persistence level and success of program majors at the transfer institutions will be developed as improved information becomes available from the four-year schools.

The addition of the qualitative component of assessing students' general education skills, basic skills, and outcomes related to program objectives was a significant change incorporated into both the occupational/technical and transfer program evaluation models. All programs evaluated during 1988-89 were required to establish student outcome objectives for their program completers. The methods for assessing outcomes presented by the programs included capstone courses, capstone portfolios, exit interviews, certification examinations, externship evaluations, mock certifying board examinations given at the end of comprehensive review courses, survey of graduates, survey of employers.

A draft Manual for Evaluating Transfer Programs was used to conduct a pilot assessment of the Liberal Arts transfer program in 1988-89. Although not a part of the pilot study, a provision was also made in the model for evaluation by external reviewers to advise in matters concerning curriculum and articulation agreements. Results of the pilot transfer program evaluation pointed out the need to include the transfer-to-senior institution alternative for occupational students and the job/employee alternative for college transfer students in the program evaluation process. In the Summer 1989, the two models for program evaluation were merged into a single document--Manual for Evaluating Academic Programs.

A decade of experience with the self-study model of program review has demonstrated that the College's model is a productive process for bringing

improvements in academic programs. The 1987 assessment mandate prompted a shift in focus from process to outcomes in that model, resulting in a more student-directed than management-directed assessment of the programs. This shift in focus is consistent with the College's commitment to the maintenance of a highly complex and responsive system for assessing its level of effectiveness in achieving its academic and management goals.

CRITERIA FOR CAMPUS LOCATION OF PROGRAMS

A. Current single campus programs

1. Does the program require a specially equipped laboratory? ☐ Yes ☐ No

If yes,

- Is special construction necessary? ☐ Yes ☐ No
 --Estimated cost of equipment \$_____

(May be appropriate to maintain only one laboratory at the College for a program, but still offer the program on more than one campus. Expense of laboratory should not unduly indicate requirement for single campus program.)

2. What is the current enrollment in the program? _____ FTE (annual)
 (If large then ought to consider "spin-off" to an additional location; if low enrollment, change of location may be called for)
3. Current students' preference for location(s) _____
4. Residence of current students by political entity

5. Recommendation of location(s) by Advisory Committee _____
6. Is the program associated with health technology? ☐ Yes ☐ No
7. Is the program associated with engineering or engineering technology? ☐ Yes ☐ No
8. Is the program associated with agricultural and mechanical technologies? ☐ Yes ☐ No
9. If all but a few specific courses in a curriculum that is offered at a single location are also offered on another campus, the following alternatives should be considered:
- (a) Offer these additional courses on this other campus to make the full program available and identify the program in the Catalog as being available on this additional campus. Depending on enrollment, a college-wide program head or an additional campus program head would be assigned to oversee the additional site for the program. (Could consider simply having a lead faculty member on the additional campus.)
- (b) Do not add the additional courses to the offerings on the other campus. The Catalog would identify the curriculum as being available on this campus except for a limited number of courses which would be offered on the home campus for the program. In this case a single program head remains on the original campus.

Essentially, Alternative (a) means the faculty would move, Alternative (b) means the students would move.

10. Considering current space utilization for the program, is similar space available at another campus location? ☐ Yes ☐ No
11. Is the maintenance of a racial mix or student affirmative action an issue? ☐ Yes ☐ No
12. Is there a particular client group which this program has been especially designed to serve? ☐ Yes ☐ No
13. Is the availability of public transportation a consideration in location? ☐ Yes ☐ No
14. Are the jobs available to program completers sufficiently extensive that lack of access to a particular campus would unduly limit student opportunities for employment? ☐ Yes ☐ No

B. Current Multi-campus Programs

1. Does the program require a specially equipped laboratory? ☐ Yes ☐ No

Estimated cost of current equipment by campus \$ _____

\$ _____

\$ _____

(May be appropriate to maintain only one laboratory at the College for a program, but still maintain the program on more than one campus. Expense of laboratory should not unduly indicate requirement for single campus program.)

2. What is the current enrollment by campus?

_____ FTE

_____ FTE

_____ FTE

3. Residence of current students by political entity

4. Recommendation of location(s) by Advisory Committee _____

5. Is multi-campus location necessary to maintain racial mix, student affirmative action? ☐ Yes ☐ No

1/31/90
location